

# THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

VOL. XXXI.—NO. 11.  
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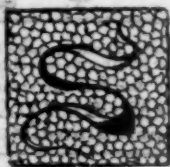
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New York, March 13, 1886.

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The progress of the JOURNAL is full of encouragement. It has attained a larger circulation than any other educational weekly in the U. S., and compares in this regard with the best religious papers, who number their readers by millions. The subscribers to the JOURNAL are full of life and earnestness. They have helped forward the paper in all ways, because they saw that there would be no such thing as progress in education without a widely circulated educational paper. It is from one subscriber that another has come. We desire that this work may GO ON. Let us reach and arouse every teacher in the country.

THE co-education of the races—not sexes—is a subject our nation more than any other is called upon to consider. Where are the Africans, Chinese, and Indians to be educated? That they must go to school, our best citizens admit; but where? This is the question. Some very good men

on the Pacific coast think that the Chinese especially are exceptions to all civilized rules of co-education; as Mr. Weller said to his son, "Widders, Samuel, widders is 'ceptions,'" so are the Mongolians. They tell us about their filth, vice, crime, and bestiality. They say the Chinese have the leprosy; that they steep themselves with narcotics, and huddle together in small rooms like a litter of pigs in a narrow sty; that their gambling hells in San Francisco are the lowest in all the world; that they are to America what the leach is to the body, since living or dead, they not only do not contribute to our advancement, but decidedly to our detriment. They live on so little food that American labor cannot compete with them. Where one hundred and fifty Chinese are employed, an equal number of honest American citizens are thrown out of work. They have come here in such numbers, that although the population of California is less than a million, 250,000 are Chinamen. What is to be done? This is a question of great magnitude, not only now, but in the near future, for notwithstanding the restriction act, they continue to come. As the Chinese population in California steadily increases, consequently the opportunities for American labor are growing less. If all who come to us from foreign countries would adjust themselves to our civilization, and settle down as law-abiding citizens, we could look forward to a better state of things in the future; but under the present circumstances, there is very little to hope for from Chinamen. They come to us with a superstitious reverence for their fatherland that cannot be removed. Their rigid conservatism is an insurmountable barrier to all their progress. If they should remain here, it would take generations to convert them to our ways of thinking, living, and doing. Their ancestors are their gods, and their traditions of the past their sole inspiration.

This is the dark side; let us look on the other. Are the Chinese, above all other people in our nation, sinners? Their enemies describe their immorality, opium dens, and filthiness, as though there was no outrageous vice, drunkenness, and dirt among any other race on American soil. It would not be difficult to find worse vice, and more bestial pollution in any of our larger cities than it would be possible to discover among the Chinese. Some of our schools in New York City are crowded with children coming from families living worse than it would be possible to find on the Pacific coast. No body proposes to ship all such people to some foreign country, for fear our civilization will receive detriment. If the constitution of the government of fifty millions of civilized American people cannot stand the strain of half a million Mongolians among them, it had better break. If this is the rock on which our ship of state is to strand, let her go down. We will try to build another. No fencing-in policy can be tolerated. The survival of the fittest has been the law during all the past history of our globe, and its operation cannot be stopped now. The Chinese, as well as all other people, are here to stay and multiply. The one question to ask is: How can they be made Americans, in the truest and best meaning of that term?

We must look at these facts as they are. Sentiment cannot help us. The remedy is found somewhere else. Looking at the question from our standpoint, we have come to the following conclusions:

1. If the Chinamen come at all, they must come to stay. This must be their home. As strangers, soon to go away, we do not want them. They must buy land, build homes, marry, conform to our laws, abandon their national dress and language, in fact, become as we and our fathers did when they came here—American citizens. They must adjust themselves to things as they are found on our shores. This is asking no more of them than we ask of ourselves.

2. The laws in reference to education should be enforced. All the Chinese children should be required to attend school. Here is a lever we can use with great results. If a Chinese child is cleanly, orderly, and able to study with the classes in an American school, there is no reason why he should not be permitted to associate with other children. The fact that a child is a Mongolian, African, or European is no argument against the co-education of the races. If a full-blooded Indian should prove to be the best man we could find for president of this country, he should be elected. Indian blood wouldn't hurt him.

3. Until the Chinese are educated to conform to our customs and laws, their schools must be confined to their own race. Work among them, whether directed by the government or private associations, must be missionary. When the proper time comes in their educational course they could be graduated into our own schools. A good American school is the type of all that is excellent in our civilization. We have passed the day when it was considered only necessary to teach the branches of an ordinary English education. Our best schools are models of propriety, neatness, cheerfulness, and gentlemanly conduct. They are centers of refinement and cultivation. The quantity learned is considered secondary compared with what the pupils are. Their teachers are high-minded models of Christian ladies and gentlemen. Politeness, in the truest and best meaning of that term, is the law of the institution. Put a young Chinese man or woman into such a school as this, with American manners, speech, and dress, and he would soon imbibe our best education. If the Chinese stay, we must come to this. If we cannot come to this, they must go. Self-preservation is the first law of nature.

THERE are thousands of teachers who do not value a good educational paper because they never read one. How can they prize what they know nothing about? It is of no use to talk to them in our pages, for they never see them. One-half of the teachers of New York City read no educational paper. In one large school, we were told, only one is taken. A few days since a teacher from this vicinity told us, that one of the superintendents of Brooklyn said to a company of teachers, that he preferred they would read no educational paper. "It would give them ideas at variance with his instructions!" Of course, we should like all teachers to take the JOURNAL. This we cannot expect; but we do most earnestly wish all teachers in our country would take some paper having pronounced educational ideas. This would soon open the way for another. It is easier to persuade a teacher who reads one paper to take another than it is to get one who takes none to subscribe for one.

A LITTLE vase, eight inches high and three inches in diameter, was sold last week in this city for eighteen thousand dollars. Unthinking persons will probably say: What extravagance! But think a minute what this sale meant. Whose skill gave value to a little bit of clay? Whose fingers touched a little earth, and lo! millionaires gather around it in their desire to own the product. It was a workman's hand that transformed the worthless material into an article worth more than its weight in gold, and made a piece of pottery more valuable than any similar object on earth. Skill and training command wealth. Kings and money-princes worship at their shrine.

It took untold pains to make this fragile vase, but forms of infinitely more permanent beauty are constantly being fashioned in school-rooms all over our land. What is not the skill and training worth that fashions human beings into objects of use as well as beauty!



## LABOR AND WAGES.

When this was written not a street car was running in the city of New York. The cause was a strike, because certain corporations exacted from fourteen to sixteen hours of labor from workmen and in return gave a pittance that barely kept the men and their families from starvation. The *Tribune* of March 5, said: "In these days of March winds that bite to the bone, what do corporations think they are doing when they insist their employees shall wear out their lives in a slavery compared with which the lot of the serfs in Russia before the great act of liberation, was easy and comfortable?" What are the facts concerning work and its pay? These we must thoroughly consider before we can discuss the remedies to be applied. From various sources we cull the following:—

The bakers of New York work 14½ hours a day for 8½ cents an hour, or 85 cents a working day of 10 hours; the weavers of Massachusetts get from 94 cents to \$1.12 a day of ten hours; the brewers of New Jersey work 12 hours a day, and receive, except a few specially paid workmen, \$30 a month; the brass workers of New York receive \$15 a week; the iron workers of Pennsylvania get from \$1 to \$3.50 a day; a switch engineer (12 hours day or night), \$2.64 a day; yard master (night, 12 hours), \$85 a month; switch tenders (12 hours) \$45 a month; crossing watchman (14½ hours), 90 cents a day; trackmen (12 hours), \$1 a day. This list could be much extended, including farm hands, deck men on vessels, engineers and firemen on railroads, common school teachers in rural districts, graded school teachers in villages and cities, girls and boys working in factories and stores; in fact, all kinds of labor paid for by the day and not by the piece. The statistics above referred to relate to this country. In foreign lands all wages are much lower. More than 97 per cent. of the families of Prussia live on less than \$750 a year; nearly 75 per cent. on less than \$235, and 6,000,000 persons out of a total population of 25,000,000 earn less than \$100 a year apiece. The average annual income of an agricultural laborer in Prussia is \$55.

How do these people live? Gen. Francis A. Walker says: "In the West of England the laborer breakfasts on teakettle broth—hot water poured on bread and flavored with onions; dines on bread and cheese at 2d. a pound, with cider very washy and sour; and sups on potatoes or cabbage greased with a tiny bit of fat bacon. He seldom more than sees or smells butcher's meat."

"The cottages as a rule are not fit to house pigs in."

"Of 809 cottages at Ramsbottom, near Bury, one of the best districts in Lancashire, 187 had but one bedroom each, the aggregate occupants being 777; 173 had two bedrooms each, the aggregate occupants being 1,233 [that is, nearly four to six occupants to each bedroom]. Some of the families occupying a single bedroom consisted of from eight to thirteen individuals."

"One-third of the population in Scotland in 1861, according to Professor Caird, lived in houses of one room only; another third in houses of two rooms only."

In discussing this question, the *Christian Union* says: "Let, then, the impartial reader imagine his own income the larger of these—\$750 a year; let him set himself down to feed, house, clothe, and educate his family out of this income; let him include a reasonable allowance for books, papers, social life, church privileges; let him remember that to earn this requires ten hours a day in generally exhausting and sweaty toil; then, when he has solved this problem, let him remember that this is the problem of the wealthy wage-worker—let him try the problem of the poor one; let him figure the support of such a family on an income of \$250 a year, with no time for himself and for those household economies which leisure and thrift make possible in the garden and about the house."

Women's wages are generally lower than men's. In a few cases this is justice, but in a majority of instances it is a gross injustice. There is no reason why a woman telegrapher, or tailor, or teacher should receive less than a man doing the same work. In places where strength is required more than a woman possesses, it is right for a man to be paid more than a woman; but on the other hand, in work where skill that a man can not furnish is needed, a woman should be paid more than a man. There is no reason or justice in paying *fifty cents a dozen* for making shirts. This is the price paid in the Christian city of New York, according to the testimony of a clerk in one of our largest wholesale stores, only two weeks ago. The shirts were offered for thirty-nine cents apiece! Calico wrappers that are sold at one dol-

lar apiece, are made for THIRTY CENTS a dozen, the worker furnishing the thread! The immediate outcome of all this is want and crime; the remote (perhaps not so far off as we think), rebellion and destruction. The right will conquer, but history shows us that every great wrong is made right only by great sacrifice of property and life. It will come to this. Equity demands that sex and race should have nothing at all to do with pay. Time and skill should be the principal factors entering into the account of wages.

The principal reason why women receive less pay than men for the same work is because they are less demonstrative. The women teachers of New York never struck for higher pay, and it is probable that if their salaries were reduced still lower than they are, they would not make much trouble about it. At least the majority would advise submission as the best under the circumstances; but reduce the salaries of the male teachers in this city, and does anyone doubt what the result would be? But times are changing, and we change in them, and the time is not distant when a woman will be a member of the Board of Education of the city of New York.

THE Adelphi Academy, Brooklyn, has received a gift of a hundred thousand dollars from Mr. Pratt. Dr. Perkins, the principal, attributes this donation to Mr. Pratt's knowledge of "the great advance that has been made within the last fifteen years in the spirit and quality of the work done in our best schools."

THE Blair bill, giving aid to the schools of the South, contrary to our expectations, has passed the Senate. The reason why some members voted for it are shown in some remarks made by Senator Hoar, which are well worth reading:

"I believe that the risk, whatever it may be, which has been referred to by Senators here is not so great as the risk of the public consequence which will come from leaving these American citizens, soon to become voters, in this condition of ignorance. Why, Mr. President, the man sits in this chamber within the sound of my voice to-day who will see the blacks at the South numbering 30,000,000 in this country. Does anybody believe this Republic can endure if, in those 30,000,000, there is a proportion of ignorance like that which the census reports read by the Senator from New Hampshire disclose to-day? I am willing to take a risk, the extent of which is but the loss of \$77,000,000 from the Treasury on the one side in pursuing the most feasible and practical attempt any man has yet suggested to rescue the Republic from that danger."

THE amendment to the Educational bill offered by Mr. Allison, of Iowa, was not adopted precisely as he offered it, but a substitute embodying the same principle in different form was proposed by Mr. Edmunds, and adopted without a division. It provides for distribution of the fund among colored and white schools according to illiteracy of the two races, where separate schools exist, but also provides that the whole fund may be applied in aid of the common schools where they are open to both races and separate schools do not exist.

A GENTLEMAN in charge of a school recently wrote us that one of his faculty went out to address a company of teachers in a thriving inland city, and after the talk the following sentiments were expressed by a principal present:

"My pupils have to read for the sake of the drill; it is just like practice, musical practice, day after day, hour after hour; their reading is not the rendering of a fine piece of music, something to be enjoyed, but the routine and drill-work of practicing. Anyone who has had to practice two, three, or four hours a day, knows that it is no pleasant thing. We don't do it for the sake of enjoyment, but if one wants to learn to play that is what he must do. Just that is the reading work in our schools, and it seems to me that mistakes must be corrected, and drill work in that direction done. But I should be glad to know what is the right thing to do. If what the speaker has said is true, then what I told my class this morning was wrong. They had carelessly mispronounced words. I told them we would begin Monday morning on this plan—the entire class should constitute a jury to decide the matter. If a scholar misread three words he should read again. If then three words, he should read again; and so on. Now, those scholars have read that piece again and again, and yet can't read it correctly. Children with

us don't read for the pleasure of it, or the enjoyment of the story that they read. Why, they've read those books, some of them, a year in the grade below, some two years, and now they're reading them again; but they can't read them respectably."

This is a bit of real history, giving an insight into the actual kind of teaching still practiced in many places. What do the old fogies say to this? It is this sort of teaching they defend. But there are live, progressive men and women in many schools who see the unutterable humbug of this kind of nonsense, and are hard at work to overthrow it. In them is our hope.

HON. ANDREW S. DRAPER, of New York City, is elected State Superintendent of Public Instruction. Mr. Draper is about 48 years old, and is a lawyer by profession. He was formerly a teacher in the Albany Academy, and for some years has been identified with the interest of the Albany Normal School. He has also been a principal of one of the public schools in this city. He was reared in Albany. For years he has been associated with the organization of Good Templars. His social standing in Albany is excellent. As a reward for his services in procuring delegates for President Arthur two years ago he was appointed a member of the Court of Alabama Claims.

OUR friends can help the cause by sending brief accounts of special ways and means they use. Let your light shine. One account of a good exercise, or successful case of discipline will stimulate hundreds. We live to help each other.

A VERY full account of the cost of going to the National Association next summer will be found on another page. It will be noticed that there are many excursions outlined, cheaper than they will again be offered for many years.

It is reported that Mr. Bicknell has sold *The New England Journal of Education* to the Rev. A. E. Winship.

WILL the managers of summer schools send us such information as will enable us intelligently to announce their plans of work. We are preparing to write an editorial on the subject of summer normal schools.

PESTALOZZI'S "Leonard and Gertrude," and Rousseau's "Emile" are published by D. C. Heath & Co., not by Ginn & Co., as recently stated in the *JOURNAL*. Messrs. Heath will publish in about two months Miss Elizabeth Peabody's "Lectures to Kindergartens." As we have previously stated, this firm have commenced the publication of *The Citizen*, the organ of the Institute of Civics. These publications, with others previously noticed, make an admirable selection, calculated to raise the profession of teaching to a much higher level than ever before. It is a cheering sign of our educational times that a reliable firm like D. C. Heath & Co. can be encouraged to undertake the publication of so many standard books. The tide is surely rising, and no small part of the force drawing it up comes from the publishing houses of the country.

THE *Current*, Chicago, quoting from one of our editorials, says: "There is no mistaking THE SCHOOL JOURNAL's sentiments on the subject of education." Whether or not one may agree with these opinions, one must always welcome positive declarations of this kind in educational prints. The cause is prospering when the leaders are earnest, pugnacious, and aggressive."

THE report of the Commissioner of Education for 1883 and 1884, which has just been printed, gives the following interesting statistics relative to the schools of the Northwestern States: Illinois, 1,069,000 children of school age, and 728,681 enrolled in the public and 75,821 in the private schools, the amount spent for education in the state being \$9,103,186; Michigan 557,000 children of school age, 400,000 being enrolled in the public and 27,330 in the private schools, the expenditures being \$4,636,000; Wisconsin, 538,750 children of school age, 317,000 enrolled in the public and 15,615 in the private schools; Minnesota, 359,366 children of school age, 223,209 enrolled in the public schools, the expenditure being \$2,389,711; Iowa, 631,000 children of school age, 409,500 enrolled, the expenditure being \$5,856,000; Nebraska, 209,436 children of school age, and 137,618 enrolled. The report shows gratifying progress generally. The average salary of teachers has been increased somewhat.



THE Current says that "hoarded money should come out of the treasury at any cost." This is sound, but will the people take silver dollars at par value? In other words, would it be right to make teachers pay ten per cent. more than they now do merely for the purpose of keeping up the par value of half a dozen mining companies? We want good money in our hands, not locked up in government vaults. Thousands of honest-minded teachers can not see the reason for the policy that compels the government to keep on coining dollars and immediately locking them out of the reach of the people. Why not use them—that is, good gold ones—in paying fifty or sixty thousand more teachers to organize schools where they are most needed. The utter inconsistency of coining millions of dollars and then refusing to use a dollar to educate the army of illiterates growing up, and threatening the very existence of our free institutions is past our comprehension. The wisdom of some lawmakers is beyond the understanding of many ordinary minds.

Boys may be certainly expected to do what men do. When a man struts down the street with a swagger and a cigar, a boy is certain to be not far behind him with a swagger and a cigar, too. The man goes up to a bar and pours down a glass of raw whiskey, following it immediately with an oath and a glass of water. The small boy will do the same thing as soon as he has the opportunity. A little boy, says the *Hartford Post*, rushed into the house shouting, "I got it, ma, hurrah!" "Got what?" inquired his mother.

"Oh, I've been lectured president of the Boys' Cigarette Club. Just squeeze in by two majority. Big thing, I tell yer, ma."

"James, I shall speak to your father about this. He will not allow you to make cigarettes."

"Huh!" He smokes a pipe. I've got my rights, as well as he."

THE Pennsylvania Teacher thinks that a contrivance could be invented with "a very long arm, which would instantly swing round and rap any pupil on the head who, in reciting, varied one word from the language of the text-book." This was suggested by a remark of Supt. Apgar, of New Jersey, who said that "a fortune is waiting for the lucky man who would invent a machine so arranged, that by simply turning a handle, the exact questions of the book would be asked, thus sparing the energy of the teacher." Such machines would meet with a large sale in machine schools. We have often thought that a grammar-parsing-machine would be a God send to grammatical grinders. It would be a sort of subject-of-a-finite-verb-must-be-in-the-nominative-case invention. It could parse on and parse forever, with the usual minimum of thought and maximum of repetition.

#### A TALK WITH YOUNG TEACHERS ABOUT FROEBEL.

By C. C.

There is no subject more interesting to teachers of little children than the life of Froebel. He is tenderly called Father Froebel by those who have studied him most, for they have come to understand his love for little children.

Deprived of his mother when very young, Froebel grew up with a longing for that affection which every child needs. Naturally observant, he became familiar with the objects about his home, making friends of the trees, the flowers, and even the stones. Nature in every form became very dear to him in his loneliness, for he was without childish companions.

His school days were spent quietly and thoughtfully. During this period he showed great interest in the study of mathematics. This most precise and definite of all sciences developed in him a capacity for accurate and logical thinking, which eminently fitted him to plan a system of education.

About this time there arose in France and Germany advocates of a new idea in the education of the young. Rousseau wrote his "Emile," which was eagerly received by the people, who were constantly craving for new ideas. Rousseau would educate Emile by a natural process, except that he was to be considered alone and educative, apart from all social influences. The individual child was to be developed with a view to the individual man, and not in his relation to others.

Pestalozzi, in Germany, was urging the necessity of a better home education, in which the mother should take the most active part. He wrote "Leonard and Gertrude," in which he shows how Gertrude manages her

home, cares for and educates her children, by training them to do the household work, and at the same time calling forth the activity of the mind to think in their work, while their hearts were touched by her words, prompting them to deeds of charity. This mother was the type of a true teacher.

Pestalozzi himself became a teacher, but while his theories were good, he was weak and inefficient in carrying them out.

Meanwhile Froebel was pursuing his course of study, and was making practical use of his knowledge of mathematics in the study of architecture. He became acquainted with Pestalozzi, who recognized in Froebel the characteristics of a remarkable man, one, perhaps, who could supplement the theories which he had so poorly carried out by an efficient system of educational work. Speaking to Froebel of his profession, Pestalozzi exclaimed, "Why, Froebel, you should be an architect of men." To build up body, mind, and soul, an architect of living temples from the germ of childhood. This voice found a response in Froebel's heart, but he felt the responsibility of such an undertaking. It was to enter a new field of thought and work. He knew only of childhood as he had lived it, alone, without individual care and affection, but he felt that God intended the life of the child to be one of joy and activity. His first work was to study the children, not apart from them as one who watches outside the centre of their work and play, but he entered with them into all their joys and activities. Their life became a part of his own. He knew their needs and became their leader. He might have been seen every morning wending his way out from the town in which he lived, surrounded by a group of eager children, ready for any plan Froebel might propose for their day's pleasure. Just as our Master walked about instructing his disciples by the way, drawing his lessons for the soul from the fields, the birds, and the flowers about them, so Froebel, surrounded by the joyous children, taught them from the objects that came upon their pathway. How ready they were to learn! how quick to know all about the tangible objects that they could handle and examine. The animals, birds, fishes, and insects became familiar to them. They watched their habits and listened for their voices. They often wanted to play they were the bees, the birds, and the animals that surrounded them. They hopped, they buzzed, they tried to fly, exercising every muscle in the active game. At the same time Froebel called forth their love and sympathy for all living things. The earth was studied, with its productions, the individual trees, with their leaves and fruit, the colors of the flowers, and the symmetry with which they are formed. The children were led to entertain a spirit of reverence for the kind Father who made all these things.

Day by day, as Froebel understood the children better, he felt that each child should be developed, not only in its individuality—as Rousseau taught—but in its relations to others.

Children need the companionship of children. Froebel taught them that each one was a member of a little community, whose place no one else could fill. This led the children to respect themselves and feel that they were of use in the world. During this period Froebel organized a school. It was attended by advanced scholars, but he found that their early training had been so incomplete that they were hardly capable of accurate thinking.

He determined to work out a system for the early training of children that would fit them to pursue the studies they should have in youth. A system which would develop the power to observe, to listen, to associate ideas, which would awake and call into action all the faculties of the mind, and at the same time develop hand and heart. He realized the importance of training the hands that his pupils might have greater power to do the work in life that would require the use of the hands. But how is all this development to be accomplished, since God has instilled into the life of little children a spirit of play? He has made it naturally as free and happy as the birds. Is it just to deprive children of this life that the Creator has so wisely planned for their development, and put it down to irksome work? Why not take the children as they are, with their happy, playful nature, and accomplish the work through the play? Why not let them learn, through their natural tendencies, under the direction of a wise and faithful friend.

Froebel noticed that when the children were left to themselves, they would play with the simplest things they found about them. The seeds, the stones, the leaves, the twigs were all playthings of great value. He saw what pleasure it gave the children to put their

hands into the soft mould of sand and make something, showing a desire to create. Little builders, but they must have a sure foundation or their building will not stand. So Froebel planned his system on a geometric basis. The children must become familiar with points, lines, planes, solids, but they must unconsciously learn these things through tangible objects that are full of interest to them. The tiny seeds may represent points, and children may learn many less as from these seeds while sorting, counting, and arranging them into forms of symmetry and beauty. The stems of the flowers and the twigs of the trees represent the tangible lines. The story of the growth of the tree will add life and interest as the children arrange their sticks. The many varieties of leaves represent different forms of the plane, while solids are everywhere about us in the fruits, vegetables, crystals, etc. But the children must not only know and recognize these things; they must also make them, build them up, for they have a natural tendency to create as well as to pull to pieces and investigate.

Thus Froebel founded his system on two great principles of reasoning, and children are led through a process of analysis based upon their natural tendency to pull to pieces, and a process of synthesis, because they naturally have creative power and the desire to build up, which should be developed. Have you ever noticed the tendency of a child to make a hole with a pin? This was to Froebel a point created, he gave the children material with which they could make these small holes, and with them they learned to count. With pencils they learned to draw lines, and with a needle and thread to sew them. They created the plane by weaving strips of paper together. With clay they built up the solid forms, modeling fruits, vegetables, crystals, etc.

The work that Froebel gave the children to do was received by them with delight, for by it their playful spirit was not quenched, because their natural tendencies were studied and their desires fulfilled. But what place shall this occupy in the whole system of education? Froebel intended it as the foundation upon which to build the superstructure of a noble life. He thought that a joyful childhood, with mind awakened to think, a heart prepared to love, and a body trained to do was the most perfectly fitted for its future. The little children seemed to Froebel like tender plants that need the gardener's most watchful care. Just as the little plants need to be watered with the rain of heaven and warmed with the sunlight of God, so the little ones in the child's garden must have their very being called out by the raindrops of sympathy and the sunlight of truth.

"I will receive," says Froebel, "the little children after the period of helpless infancy, during which the mothers have cared for and loved them; and with the same spirit, I will care for them and direct their work and play until they are ready to be transplanted into the school." He called for mothers and teachers of little children to help him, and the call that was heard in Germany so many years ago are clearly heard to-day, "Come, let us with the children live."

#### THE GOSPEL OF TACT.

SUPT. CHARLES JACOBUS.

Though I have all the tongues of earth at my command, and have not tact, I am become as an empty show or a useless vessel.

And though I have a remarkable gift of translating hieroglyphics and can explain many mysteries, and am a walking encyclopaedia; and though I have all mental strength to remove mountains of difficulty, and have not tact, I am nothing.

And though I bestow all my attention upon those poor in mental gifts, and though I give my body up (i. e., neglect it), in my burning zeal for intellectual proficiency, and have not tact, it profiteth no one else anything.

Tact suffers none, and is of its own kind (sin genius). Tact worrieth not, troubleth not itself; doth not give up; doth not believe itself unable; trieth every means; is not easily discouraged; thinketh nothing difficult; rejoiceth not in darkness, but rejoiceth in the light. *Observeth all things; considereth all things; alloweth for all things; succeedeth in all things.*

Tact never faileth; if there be crooked things, they shall be made straight; if there be intricacies they shall cease; if there be ignorance, it shall vanish away. Behold these three things—knowledge, experience, tact. Knowledge is necessary. Experience is helpful, but tact is supreme.



## THE SCHOOL-ROOM.

### WRITING.—IV.

The question of a normal handwriting has been discussed in the preceding chapter. A normal hand, it was explained, is the hand that has the maximum degree of legibility and the minimum expenditure of force in production. Although the question of the highest degree of legibility between the round hand and slanting hand remains unsolved, still the amount of muscular force and mental energy saved, to be used for higher purposes, by using the shoulder movement, gives the verdict to the slanting or Spencerian hand.

If there is a normal handwriting, should all children be trained to write it?

The question of so-called individuality in writing has been discussed a great deal. The advocates of this individuality, generally at great expense of eyesight to readers, stoutly affirm that children should follow their own sweet will in the formation of letters and words, "for," say they, "to force a child to write after one pattern is to rob him of his individuality." "Anybody who is anybody has marked peculiarities in writing that indicate character." This is a fair statement of the individuality theorists; by the way, most of them have wonderful individuality in their own penmanship, so wonderful that it often takes an expert to decipher the thought hidden behind the cabalistic scrawls.

Individuality or differentiation of mental and moral power has no place in training a child to write, except perhaps as innate energy aids effort. All conventional forms of expression can be learned only in one way, and that way is by imitation. The idea that a child would or can invent conventional forms, is ridiculous. The learning pupil has no other guide but the pattern before him; his deviations from the pattern do not arise from individuality, but from weakness,—mainly, mental weakness in conceiving the form by observing the pattern, and physical weakness in reproducing that which is in his mind. The line of progress is a growing concept that approximates the external reality, the form, and enhanced skill that becomes adequate to the perfect reproduction of the concept. If the growing concept, gained by observation, or the skill enhanced by practice, stops short of adequacy, (providing the pattern be a perfect one), then there is a great mistake somewhere. To assign clogged or stopped growth, weakness and lack of capacity, or worse, imperfect training, to individuality is ridiculous. The less we have of such individuality, the better.

The forms of letters in writing correspond to articulate sounds in speech. Articulate sounds are made by following a pattern. The pronunciation of a child, unless there be some physical defect, is an exact imitation of the patterns set by his parents and family, the slightest deviation from the normal form will certainly lead to the forming of an incorrect habit in the little hearer's speech. No one will deny that there are standard or normal forms of articulation, and that the more thoroughly they are acquired, the better one can express his thoughts orally. Now is it not just as reasonable to suppose that confining a child to fixed articulate forms robs him of a certain power of individuality, just as much as to confine him to normal and fixed articulations in writing? Still, no two voices are alike, and we call the differentiation of one voice from all other voices an indication of individuality. So no two handwritings are alike; how can this be explained. Certainly, individuality does not consist in deviations from fundamental forms, either in speech or writing, and this fact is sufficient for this discussion.

The slightest change in articulation or pronunciation enhances the difficulty to comprehend the uttered thought. We write to give thought to others—not for ourselves, as much writing would seem to indicate; and the closest conformity to the best models of forms that our reader has been trained to use, the easier he can receive the thought; deviate from that model in the slightest, as I have already said, and you enhance the difficulty of thought-reception.

On my desk is a very large pile of examination papers. I must look through those written forms into the thoughts of my pupils, in order to find out what I must do next in teaching. It is a matter of great importance to me, that with the least amount of effort I can take in thought by means of these hundreds of written pages. Here, too, fine writing, a feminine affectation of style, or manly indifference to style, increases my efforts to understand; there, a faint scrawl makes me shrink from searching for the thought. If, like this paper—written by the

strong shoulder-movement, every line were clear and distinct, how much better I could judge the thought-power of my pupils; how much precious time it would save me. Almost all this bad writing is a direct result of the individual plan; indeed I have seen, in a long experience, very little good writing. By good writing I mean legibility. As a result of allowing each child to write as he pleases, one out of twenty with strong innate power of seeing form, may learn to write well—the other nineteen are foisted upon the world as miserable scrawlers.

Every child who has no physical defect in the writing muscles can be trained to write distinctly in three or four years, and it is the plain and imperative duty of all primary schools to equip all children with this highly useful power.

I have written this much concerning this wretched excuse for bad writing, falsely called the development of individuality, because so many children are robbed by the groundless and illogical arguments that spring from it. It may not be too much to say that the main cause of this unscientific training is a laziness and bad writing on the part of teachers.

If pupils are trained from the first to write by the shoulder-movement, all writing will have a strong fundamental similarity, the similarity of slant. When thought is developed, each child's individuality will show itself in slight modifications of the fundamental forms.

I have presented in these four chapters an outline of the theory of writing; in the succeeding chapters, I propose to apply the theory to the details of teaching writing,—not writing alone, but writing as a means of developing thought-power in reading, language, and all other subjects taught in our common schools.

### "EDUCATION BY DOING."

By WM. M. GIFFIN, A. M., Newark, N. J.

A well known novelist begins one of his chapters as follows: "We do not disdain to borrow wit or wisdom from any man who is capable of lending us either."

So say I; hence, if at any time I repeat anything you have before read or heard, please do not call me a plagiarist. A teacher, however, when adopting a new method learned from others, should change it enough to make it his own. Such adaptation of a method enables the teacher to understand it better, and, therefore, to use it more successfully. No teacher can secure the best result who strives to teach just as some other teacher does.

I am in full sympathy with the ideas of Prof. Maclure, advanced by him in his article on "Language in the Primary Grades." When reading it, I thought: "Yes, that is the true principle, and now for some methods to put the principle into practice." Shortly after this I had the good fortune to have placed in my hands a book called "Education by Doing."

In this little book I found many valuable hints, and among them an exercise for teaching a language lesson that I liked very much. The old hum-drum method of having a pupil stand and give the parts of the verbs as:

am	was	being	been
do	did	doing	done
go	went	going	gone
sit	sat	sitting	sat

which in itself meant nothing to the child, is very cleverly put as follows: The teacher writes questions on the blackboard and the children copy them and write the answer in the affirmative, using the correct verb, viz.:

Did you see the boy?

Ans.—Yes, I saw the boy.

Did you go home?

Ans.—Yes, I went home.

Did Henry ring the bell?

Ans.—Yes, Henry rang the bell.

Did Mary wring the cloth?

Ans.—Yes, Mary wrung the cloth.

Did William throw the ball?

Ans.—Yes, William threw the ball.

Thought I, that is a grand good exercise. How shall I use it? I do not mean better it any, but change it just a little so as to make it more my own. At last, I wrote three or four of the questions on some forty blank cards, so as to give each pupil in a class one card. Then I had each pupil write the questions on his card and follow each question with the answer as above. When all were finished the slates were passed, and each was read by the pupil to whom it had been passed. There had been no chance for copying, as no two had been doing the same sentences.

I also gave the exercise to one of the first-year classes. One little six-year-old had this (it was an oral exercise): "Did you teach the lesson?" "Yes, I taught the lesson." "Wait a moment," said I, "I want to tell you a story. Once upon a time a little boy went to school, and he learned to read. When he went home he told his father that the teacher taught him to read. 'The teacher taught you to read,' said his father. 'I am very glad she taught you. If you were taught, you can read some now.' 'I was taught,' said the little boy, and I can read.' So his father gave him a little story-book."

Without any other hint, I again said to the little six-year-old, "Did you teach the lesson?" when, with a knowing look, he answered, "Yes, I taught the lesson."

"How can we more essentially benefit our country than by instructing and giving a proper direction to the minds of our youth?"

### SOME VALUABLE OUTLINES.

NOTE.—Supt. Geo. Griffith, of Lockport, sends the following outlines of papers which he discusses with his teachers at their regular meetings. The discussion of "Accuracy" was preceded by a month's careful investigation by both teachers and superintendent. A list of questions was first made out and sent to each of thirty teachers, and left with them several weeks that they might study their classes carefully before answering.

These outlines are valuable not only because they contain results of careful study, but as suggestions for further investigation in similar lines.

#### DRAWING.

We teach drawing because:  
It trains the observing powers.  
It trains the hand to accurate and rapid execution.  
It will aid in penmanship.  
It will better fit a person to learn any mechanical trade.  
It cultivates habits of promptness, neatness, accuracy, and method.

It is a means of expressing thought.  
It is useful in pursuing many advanced school studies.  
It cultivates the imagination.  
It cultivates the taste.  
It is of great practical value in nearly every vocation in life.

We do not seek to make artists; nor do we teach drawing mainly to impart skill in picture-making. We fully believe and confidently assert that any one who can learn to write can learn to draw.

The above will suggest to teachers the objects to be sought in teaching drawing; but they should keep in most prominence, and endeavor to secure, the following ends:

1. That the eye shall see, and that the hand shall execute, accurately and rapidly.
2. That habits of promptness, neatness, accuracy, and method in arrangement shall be formed.
3. That the power to make simple working drawings shall be acquired.
4. That the taste shall be cultivated.

Teachers may find many useful hints and helpful devices by consulting various drawing series.

NOTE.—Keeping in mind these objects to be attained, let each teacher study to so prepare and conduct the drawing exercises that they will accomplish all of these objects to the fullest possible extent.

#### SUGGESTIONS TO HELP SECURE ACCURACY.

"Accuracy is an important element of scholarship, but it is not all of scholarship. It is very desirable that our pupils should possess it, but it is not all that we would have them learn."

1. Secure more time for examining work and for individual attention by, (a) Combining the studies; (b) Reducing knowledge more to general principles; (c) Beginning each subject very carefully; (d) "Waking up pupils' minds."

\*2. Train specifically, carefully, and continuously the perceptive powers.

\*3. Never call a young pupil's attention to an incorrect form. Teach him to know when he knows. Allow no guess work.

4. Give attention even to the little words as well as to the longer ones, with beginners in reading.

\*5. Secure clear ideas and thoughts.

\*6. Secure voluntary attention to the subject in hand, and cultivate the habit of attention by, (a) Awakening interest; (b) Associating pleasure with the exertions of the pupils; (c) Leaving just the right amount of work for the pupils to do; (d) Not holding pupils too long upon the same subject; (e) Avoiding monotony.

7. Localize geographical knowledge in map and mental picture, and thus make use of the power of association.

8. Train the memory to accuracy by its proper exer-



cise. This should always be upon material which is first understood.

\*9. Review thoroughly and frequently. This applies to all school work, but with especial force to the fundamental parts of arithmetic. "Once teaching a subject is not sufficient."

\*10. Ask for and allow no more written work than can be done carefully. Insist upon always getting the very best that the children can do.

\*11. Caution little children frequently just as they begin work.

\*12. Train children always to carefully look over and correct their own work as soon as done.

\*13. Children should always expect that every particle of work they do will be critically examined, and that any may be shown to the principal, superintendent, and visitors.

\*14. Cultivate a pride in, and a habit of, accuracy.

\*15. "Example is better than precept."

\* The most important.

#### EXERCISES TO TRAIN THE EYE.

**Fundamental Truth.**—"Self-activity is the law of mental growth."

**Objective exercises.**—Pupils collect or contribute, handle and examine objects.

Teacher questions, suggests, guides, until pupils can give a good description of objects.

Pupils compare and classify objects, and make collections of specimens.

Teacher shows an object. Pupils look at it. Teacher hides it. Pupils describe it.

(The same plan can be used with pictures, drawings, or new words.)

**Drawing exercises.**—Copying drawings just right. Drawing from memory.

Teacher draws. Pupils examine closely. Teacher hides. Pupils reproduce.

Pupils compare drawings and discriminate (e.g. crenate from serrate.)

Teacher traces forms in the air. Pupils tell what.

Drawings from objects, especially objects in relations. Measuring by the eye.

**Color exercises.**—Distinguish colors and shades. Discover colors that harmonize.

Pupils reproduce designs with colored paper, worsteds, etc.

**General exercises.**—Pupils tell what they saw (e.g. coming to school), color, shape, size, number, etc.

All look out of window; resume seats; one describes what was seen; others correct.

Teacher does something. Pupils watch and tell what the teacher did.

#### EXERCISES TO TRAIN THE EAR.

**Music.** Low signals. Low but distinct talking by teacher.

Teacher dictates a sentence, reads a poem, or asks a question, only once.

Teacher strikes different hidden objects. Pupils listen and tell what is struck.

#### MISS WHITE'S CLASS IN ENGLISH HISTORY.

BY SARAH L. ARNOLD, Middleboro, Mass.

A group of excited girls and boys were standing about the desk in the recitation room after school—the boys in the outer row, yet joining eagerly in the questions that followed one another in rapid succession.

"What's the use of studying more history! I thought I should never have done with United States history!" "I can't learn it, Miss White, I know," chimed another voice. "As soon as I learn one page I've forgotten the page before. It is hard for me to commit to memory." "And I can't remember dates, and the number of killed and wounded, and such things," chorused other voices. "How many pages a day shall we have?" questioned still another. "Must we learn it word for word? I think my mother will write me an excuse."

"How many of you take books from the library?" asked Miss White, seemingly changing the subject of conversation. "I do!" "I do!" "My sister does!" "I can if I like!" came the answers in a chorus. "And what do you like to read?" "Adventures!" "Travels!" "Fights!" "Love stories!" "About witches and sailors!" "Poetry!" The teacher smiled as she rose to go. "And what if we find them all in English history?"

"How is the history class going to work?" asked Mr. Grant, the principal of the school, as Miss White passed through the school-room with her books in her hand.

"We are in the debatable land now, and every scholar is in doubt and dread of the ogre he has named history. I hope to present the work in a different guise. If I can disabuse their minds of the notion that history means simply so many pages to be committed to memory, repeated verbatim, ticketed learned, and then to be laid aside and forgotten, I shall have accomplished half my work." "And the other half?" pursued Mr. Grant. "To carry their thoughts outside of their little corner of the world and time, to the people who have lived and wrought and taught for them, in countries of which they know nothing now. Real people, who lived and breathed, not book people. To show them how, in little things and great, truth has been marching on; how the little histories have been woven together into the great story. And to inspire them with a deeper thinking and a broader reading, and a love for both!"

The first step lay in the direction of the town library, I suspect, for Miss White went there from school. There she made an arrangement by which she or her chosen committee were to be allowed to take books for the use of the class. And one of the next steps was toward the school-house at eight o'clock the next morning.

The A class filed into the recitation room that afternoon, firmly persuaded that "the thing that hath been is that which shall be," and so expecting the "first three pages of Chapter I" to be assigned as their lesson. They were surprised to find, neatly drawn upon the blackboard, an outline map representing the countries about the Mediterranean Sea. Miss White stood near the map with a pointer, and there followed an interesting talk about Phoenicia, with Tyre and Sidon in their prosperous days, their commerce and shipping, and Phoenicia's rank among the nations of that time. She read them the words of the old prophet—"With silver, iron, lead, and tin they have traded in thy fairs. Thou wast made very glorious in the midst of the seas. Thy rowers have brought thee into great waters." Then she showed them a picture of a Phoenician ship, and they traced its course along the Mediterranean shores, past Tarshish, and on in its venturesome way to the "Land of Tin."

There were many questions from the eager listeners. Some were written down to be talked of next day. The class were told to write three things about Phoenicia for the next lesson. "Can we find something new if we like?" The assent was cordially given.

The next lesson, with the same map, told of the flourishing Roman Empire, and Great Caesar's conquests in Gaul. The channel looked very narrow after the distance from Rome to the "setting sun" had been traversed, and the boys were ready to cross with Caesar to find and conquer the "rude men of Kent." The questions flew as fast as the Roman javelins, and the bell rang for dismissal when the battle was hottest. They were ready next day with their geographies to find out where the "Casters" and "Chesters," in England, showed traces of Roman camps; and one of the girls read to the class about the old Roman roads and walls, and the old coins upturned by the ploughshares.

A pleasant hour was spent with the Druids, in reading and talking of their schools and bards, their temples and sacrifices. "Where can I find more about them?" one boy asked. "Can you bring us the books?" "I will do better than that," answered Miss White. "We will appoint a committee of two to serve a week; and they can find at the library or elsewhere the references I give you, and can bring them to the class. Next week we will choose another two."

[TO BE CONTINUED.]

#### PRIMARY PHYSIOLOGY LESSONS.—II.

BY ANNA JOHNSON, New York City.

##### THE FRAMEWORK.

Perhaps you have seen wooden houses being built, and you have noticed a great many timbers being measured, cut, and fitted, and finally, when they were all ready, there would be what is called a house-raising. In the country this is often a great event; all the neighbors are invited to assist, and when it is finished a grand collation or dinner is served to them, and they have a merry time, eating, drinking, and talking.

Now, what is this framework for? If you continue to watch them, you find them nailing on boards and covering it all up. The framework gives the size and shape to the house. When we want windows and doors the framework must first be made and the panes of glass and doors set into them.

Notice a leaf of a plant; hold it up to the light and see what a beautiful, though delicate framework of veins it has; the green seems to be stretched over it

like the silk over the ribs or framework of the umbrella.

If you have ever seen bleached leaves, or leaves where the green part has been eaten off by worms, leaving the veins, you then know how very beautiful they are.

Our house needs a framework just as much as these things of which we have been speaking. The bones are our framework, for on them all the other parts of the body are built. They not only give shape to our house, but also protect many of its delicate parts. If you have ever seen the skeleton of a person you know how the framework of our house looks.

But, as our house is wonderful, so our framework is equally wonderful. Our house is not a stationary house; it is made to move around, to walk, to jump, and to run; and this framework is wonderfully made, to answer all these purposes without injury.

Perhaps you have seen men moving a house, and know how difficult it was, how carefully they had to raise it, place it upon blocks, and afterward upon rollers. It took many men many days, and much hard labor, while with all their care the house was jarred, great cracks were made in the walls, and it needed much repairing afterward. Not so with our house, which is constantly being moved, and scarcely ever perfectly quiet.

But it is no trouble to move our house, indeed, it is much more trouble not to move it. Our walls do not crack, our framework does not get loose.

And more than this, where our timbers are joined together they have the privilege of moving without getting out of place. Occasionally our house may jump too far or have a fall and some of the timbers get broken, but we do not have to haul out the old ones and put in new ones, we simply put them in place, and in a short time we find them tightly fastened together.

When the wind blows hard we often hear windows rattle and doors shake; but in our house no bones grate together, for, like a well-kept machine, the parts are so nicely oiled and evenly cushioned, that not a jar or grating sound is felt or heard.

Truly, the more we study our house, the more wonderful it seems to us.

Let us thank the great Architect who has planned and built it so well.

##### BONES.

**Composition.**—The teacher should have bones of birds and animals, also mineral and animal substances, as stones, glass, leather, etc.

Have the scholars feel of the bones and state what qualities they can. If they find they are hard, have them find some substance among the objects that is hard. Ask what kind of a substance it is that has the hard quality.

Have them break the bones and tell whether it was difficult or easy to do so. Have them feel of the glass and tell about it, then break it and note the difference between the bone and glass. Ask what quality things have that do not break easily. Have them tell what quality glass has that bones have not.

Let them try to tear the leather and state the quality that has. Ask what kind of a substance leather is. Ask of what kinds of substances they think the bones may be composed, since they have the qualities of stone and glass, and also of leather.

Let them think why it is necessary they should be hard, and why tough. If they were entirely composed of mineral matter what serious accidents might be continuously happening, and if entirely of animal matter what important qualities would they lack?

Have a piece of burned bone to let them see how porous and brittle it has become, and ask which substance the fire took away. If possible, present a piece of bone which has been a few weeks in hydro-chloric acid, and tie a knot in it, to show how tough and pliable it has become. If the object can not be obtained, show the picture. Ask which substance has been taken away in this one.

Compare the bones of a baby and those of an old person. Ask which substance there is the more of in youth, and which in old age.

**Growth and Repair.**—Ask how the bones get the mineral and animal substances of which they are composed. Show the pores in the bones, and tell them they are for the blood to flow through and repair them.

Break a bone, or if more convenient, a lead pencil, and use as an illustration for a broken limb. Fit the parts together and let them tell you what the doctor does to keep the bone in place. Tell them that the bone repairs itself, that it sends out a sort of liquid which acts as a cement to bind the broken parts together, and that the boards and bandages are simply to keep the bone in place until it has firmly united.



## TABLE-TALK.

## THE CLUB.—A REPORT.

Several members of the club are college graduates, and several others have spent two and three years in college walls. GOODE was one of the best scholars in his class at Yale. At the last meeting the conversation drifted into a discussion of the value of a college course to business men. BROWN said, "I do not believe it pays to send a boy to college, unless he is to enter a profession. If he is to be a minister he must know Greek, but of what use is Greek to a merchant. He wants to know the living things of to-day, not the dead things of the past. Besides, college students are spend-thrifts, and this is the very worst possible trait in a dry goods man. I am opposed to colleges for business boys. Put them into a store, let them commence by sweeping floors, building fires, carrying bundles, and, if it's in them, they will work their way up into something better. That was the way with William E. Dodge, Peter Cooper, and hundreds of others all over our land who are to-day the leading business men of this country. How many successful dry goods merchants are college graduates? I don't believe a tenth of one per cent. of them are. If you want to spoil a boy for business send him to college. Give him plenty of money and you'll do what you set out to do."

BROWN became quite excited before he was through, and for a few minutes there was no response, but soon GOODE came to the defence. He said: "BROWN, you haven't the first glimmering of an idea concerning what education is. It isn't cramming, but training. Man is, or ought to be, a thinking being. Put a reasoning, thoughtful man in any business, and sooner or later he will succeed in that business. It is thinking that tells. Colleges expect boys to think, and if they can't think they are very likely to leave. I grant that there are defects in our colleges, but the thinking men who have ruled our country ever since its commencement have been college graduates. With all their failures, colleges have done more to make our nation what it is to-day than all other forces combined. Your German or Yankee boy, may build fires and sweep rooms, but that doesn't give him a head for business. Look at FARWELL, sitting over there, worth a million. He told me last week that he ordered, less than a month ago, five hundred thousand dollars worth of silks, by cable, from France. If he fails in his calculations he will lose a hundred thousand. If he succeeds he will make more than that amount. Sweeping rooms and building fires don't give a man the ability to manage such transactions as this. I tell you, BROWN, a business man must think. He's got to have the mind to put into his business, or his cash will soon go out, and he go to the poor-house. Colleges teach boys to think, and therefore colleges are just the place where young would-be merchants should go."

"There is another side to this question," said DREW. "I grant I didn't graduate, but it wasn't my fault. I stood above the average. I entered Yale College some 20 years ago. The class assembled, over 150 strong, was divided alphabetically into four divisions, and my division was instructed to prepare a certain number of lines of Livy for the following day. The first recitation began. It might rationally be supposed that the first aim of an instructor would be to interest his scholars in the study, and that a tutor of Livy would begin by telling us something about Livy—who Livy was, his environment, characteristics of his style, value of his work, &c. Nothing of the kind occurred. The tutor called on F. to translate, which F. did to a certain point.

"Why is 'urkis' in the genitive case?"

Answered correctly.

"Why is 'sciam' in the subjunctive mood?"

Answered correctly.

"What is the derivation of 'ausim'?"

F. didn't know it.

"Sufficient."

"The tutor entered a mark in a little book against F.'s name, and called on G. to give the derivation of 'ausim,' having given correctly, G. also proceeded to translate a few lines. Again grammatical cross-questioning, followed again by the marking in the little book. So on to the end of the hour. The whole lesson was most dreary and uninteresting. Less than one-half of the division was called on to recite. The tutor gave us nothing of his own fund of knowledge. His business appeared to be to find out what we did not know, and to mark us accordingly.

"Not to teach, but to mark."

"That appeared to be the duty not only of this tutor, but of all the tutors; and correspondingly it was not long before the idea seemed to impress itself on my classmates that the object in coming to college was not to learn, but to be marked, and, if possible, marked high. Consequently the desire was not to know something, but to appear to know it. 'Skinning' (as we called it), was practiced in all forms. The reciting student was assisted by his neighbor, or he had annotations in his book, or notes in his pocket, etc. I think I do not exaggerate when I say that fully 85 per cent. of my class practiced 'skinning' in one form or another during their college career. Sham knowledge was encouraged and character undermined. I was too proud to sham, but I pursued my studies in a half-hearted, listless, uninterested spirit, and I was marked accordingly."

The discussion became very interesting, and perhaps we may give the remainder of it next week. It is well, perhaps, to remark, that what DREW said appeared in the *Times* of this city in the issue of Jan. 28, last.

## READING CIRCLES.

## NEW JERSEY TEACHERS' READING CIRCLE.

BY PRINCIPAL B. C. GREGORY, SECRETARY.

This society was organized at Newark at the last meeting of the State Teachers' Association, Dec. 29, and 30, 1885. The preliminary arrangements for action have all been made, and a neat circular issued by the society, of which the following is a summary: Each teacher may pursue the reading alone and receive the certificates and the diploma authorized by the constitution. It is, however, recommended that wherever it is practicable the teachers organize local circles, and meet for the purpose of discussion.

Much importance is attached by the Board of Control to the county and city organization. It is the duty of the county and city managers to aid the members by purchasing books and distributing circulars, helps, etc., and it is earnestly recommended by the board that in each county and city a prominent place be given to the interests of the reading circle in the institutes and county associations.

The course for the first year is arranged in three sections (each embracing two books) and one literary selection, which is optional. One book is to be chosen from each section.

## COURSE OF STUDY.—FIRST YEAR.

1. { Quick's "Educational Reformers,"  
or  
Hallman's "History of Pedagogy,"
2. { Page's "Theory and Practice of Teaching,"  
or  
Parker's "Talks on Teaching,"
3. { "The Chautauquan,"  
or  
Fitch's "Lectures on Teaching."
4. Evangeline, with Sketch of the Life and Works of Longfellow (optional).

It is obligatory on each member to read three books. It is thought, however, by the board that the interests of any local circle will be advanced and its discussions made more interesting if all in that circle agree on one course of reading.

"The Chautauquan" is placed on the list because it embraces a varied and intelligent selection of readings in literature, science, and art, expressly prepared for an organization kindred in spirit to ours. Members will find in this magazine also valuable suggestions regarding the management of local circles and programs for their meetings.

The Board has made arrangements with the following publishers by which the books needed by the members may be procured at the lowest prices. Messrs. C. W. Bardeen & Co., of Syracuse, are to furnish Quick's Educational Reformers; E. L. Kellogg & Co., 25 Clinton Place, New York, Page's Theory and Practice of Teaching, Parker's Talks on Teaching, Fitch's Lectures on Teaching, and Hallman's History of Pedagogy; Rev. Theo. L. Flood, of Meadville, Pa., publishes The Chautauquan. Ordinarily it will be better to order through the county or city managers, whose secretary is accredited to the various publishing houses and can secure the discounts agreed upon and minimize, in most instances, the freight or express charges by ordering in quantities. Single books may be sent by mail or express. Members should send to the secretary the names of the books they want, stating whether it will be necessary to send them by mail. When a book is mailed, the postage must be sent in addition to the prices named above.

The Board is anxious to have all understand that this work has been inaugurated to induce teachers to read for the sake of the reading, and not to prepare for an examination. Therefore, it will be seen from the constitution that the object of the board is not to subject members to puzzling examinations, but simply to ascertain whether they have read the required reading.

Principals and superintendents are earnestly requested to call their teachers together and explain the object of the circle and the course of reading. They may also facilitate matters by enrolling members, furnishing pledges and forwarding these, together with membership fees and money paid for books, in bulk, to a county or city manager. In particular, they should urge upon the teachers the necessity of beginning at once.

## CONSTITUTION.

- I. NAME.—The organization shall be known as THE NEW JERSEY TEACHERS' READING CIRCLE.
- II. OBJECT.—The object of this association shall be the professional and general culture of its members.

III. MEMBERSHIP.—Any person may become a member on paying the membership fee and subscribing to the rules of the circle.

IV. MANAGEMENT.—The management shall be vested in a board of control, consisting of a president, a vice-president, a secretary, a treasurer, and seven directors, one from each congressional district.

V. ELECTIONS.—1. The president and vice-president shall be elected annually, at a meeting of the circle to be held at the time and place of the State Teachers' Association.

2. The directors shall be elected by the circle at the time of the election of its officers, for a term of three years, and shall serve until their successors are elected, provided that at the first annual election those of the first, second, and third districts shall be chosen for one year, those of the fourth and fifth districts for two years, and those of the sixth and seventh for three years.

3. The secretary and treasurer shall be chosen by the other members of the Board of Control outside of their own number.

VI. DUTIES OF OFFICERS.—1. The duties of the president, vice-president, secretary, and treasurer shall be such as are generally performed by those officers.

2. DUTIES OF BOARD OF CONTROL.—The duties of the Board of Control shall be to issue circulars of information, encourage the formation of local circles, appoint county or city managers, arrange courses of reading not provided for in the by-laws, recommend appropriate books for the course and award contracts for the purchase of the same at the lowest possible terms, arrange the necessary outlines and programs of work and reviews, receive and pass upon all reports of officers and managers, issue certificates or diplomas, and transact all such other business as shall be necessary to further the interests of the circle.

VII.—The Board of Control shall meet twice regularly each year, once at the time of the State Teachers' Association and once six months later, or at such other times as the president may choose.

VIII. COUNTY OR CITY MANAGERS.—The Boards of City or County Managers shall each consist of three members, who shall be appointed by the Board of Control for a term of one year, and who shall be the president, secretary, and treasurer of the county organization.

One of these shall be the superintendent, if he is willing to serve.

2. DUTIES OF MANAGERS.—It shall be the duty of the county or city managers to organize local circles, and number them, enroll members, receive membership fees and remit quarterly to the treasurer, purchase books, circulate information, and otherwise conduct the work in the best possible manner. They shall make quarterly reports to the secretary of the State Teachers' Reading Circle of the number of local circles, names of members, money received and disbursed, and the progress of the work.

IX. FORMATION OF LOCAL CIRCLES.—1. The members of the state circle resident in any town, township, or neighborhood may meet as often as they may elect for the purpose of reading and discussion.

2. Each local circle shall elect a secretary, whose name shall be reported to the Board of Managers, and who shall act as the medium of communication between the local circle and said board, but this provision shall not preclude the possibility of individuals who are not members of any local circle reporting directly to the Board of Managers.

X. MEMBERSHIP FEES.—The annual membership fee shall be fifty cents, fifteen cents of which shall be retained by the managers for expenses.

XI. CERTIFICATES.—At the end of each year certificates will be granted to all members who shall satisfy the Board of Control that they have completed the course of reading for the year by certifying to the fact, and filling out satisfactorily a series of blanks prepared for the purpose, and to all who present certificates covering the entire course, diplomas shall be issued.

XII. REPORTS OF OFFICERS.—At the regular meeting of the State Teachers' Reading Circle, the secretary and treasurer shall present an annual report which shall show the condition and progress of the circle, and shall give an exhibit of all receipts and expenditures.

This report shall be endorsed by an auditing committee of three of the Board of Control, appointed by the president.

XIII. AMENDMENTS.—Amendments may be submitted by any member to the Board of Control, who may present them to the annual meeting of the circle. A two-thirds vote of the members present shall be necessary to adopt any amendment.

## GENERAL EXERCISES.

## SUGGESTIVE EXERCISES FOR CULTIVATING THE EMOTIONS.

PRINCIPLES. The sensibilities are the motive forces of the will. First among them are the emotions, which are the source of the joys and sorrows of life.

The emotion of beauty is the source of some of the highest enjoyments of life. It leads to purity and virtue, flows out in every action, and ennoble character.

The ethical emotions are the source of happiness when rightly cultivated. They may be exercised by the contemplation of acts that arouse either approval or disapproval. The power of discrimination thus quickened has great effect in determining courses of action.

The following selections are well calculated to arouse emotions of beauty and sublimity of merit and demerit. They may be written on the board one each day with the accompanying notes, questions, and directions for work. They may also be memorized and repeated in succession by different pupils when the study of the poem is completed. They may also be used for reproductive exercises.

## I.

NOTE.—The poem of The Lady of the Lake is founded upon a story of one of the adventures of James V. of Scotland, in which he was disguised as a knight. It begins with a deer hunt.



## THE START.

The antlered monarch of the waste  
Sprung from his heathery couch in haste.  
But ere his fleet career he took,  
The dewdrops from his flanks he shook;  
Like crested leader proud and high,  
Tossed his beamed frontlets to the sky;  
A moment gazed adown the dale,  
A moment snuffed the tainted gale,  
A moment listened to the cry,  
That thickened as the chase drew nigh;  
Then, as the headmost foes appeared,  
With one brave bound the copse he cleared,  
And stretching forward free and far,  
Sought the wild heaths of Uam-Var.

1. Describe the different pictures presented to your mind by these lines.
2. Name those that please you best.
3. Write a full description of the scene in your own words.

## II.

NOTE.—King James outrides all of his men in the chase, his horse falls from exhaustion and dies, and he finds himself alone at night in a rugged, mountainous country. He climbs a precipice to discover a way out of the glen, and an enchanting scene opens before him.

## LOCH KATRINE.

Gleaming with the setting sun,  
One burnished sheet of living gold,  
Loch Katrine lay beneath him rolled;  
In all her length, far winding lay,  
With promontory, creek, and bay,  
And islands that empurpled bright,  
Floated amid the livelier light;  
And mountains that, like giants stand,  
To sentinel enchanted land.  
High in the south huge Ben-venue  
Down to the lake in masses threw  
Craig, knolls, and mounds confusedly hurled  
The fragments of an earlier world;  
A wildering forest feathered o'er  
His ruined sides and summit hoar,  
While on the north, through middle air,  
Ben-an heaved high his forehead bare.

1. Describe the lake in your own words.
2. The islands. Why "empurpled?"
3. Describe "Ben-venue?"
4. What fitness in the use of the word "feathered?"
5. Which lines do you admire most?
6. What do you think of the king's action as stated in the note?

## III.

NOTE.—In hope of calling some of his men, King James sounds his horn. Immediately a light shallop darts out from the nearest island, guided by a maid.

## THE LADY OF THE LAKE.

The maiden paused, as if again  
She thought to catch the distant strain,  
With head upraised, and look intent,  
And eye and ear attentive bent,  
And locks flung back, and lips apart,  
Like monument of Grecian art.  
In listening mood she seemed to stand  
The guardian naiad of the strand.  
And ne'er did Grecian chisel trace  
A nymph, a naiad, or a grace  
Of finer form or lovelier face.  
A chieftain's daughter seemed the maid;  
Her satin snood, her silken plaid,  
Her golden brooch such birth betrayed.  
And seldom was a snood amid  
Such wild luxuriant ringlets hid,  
Where glossy black to shame might bring  
The plumage of the raven's wing;  
And seldom o'er a neck so fair  
Mantled a plaid with modest care.  
And never brooch the folds combined  
Above a heart more good and kind.  
Her kindness and her worth to spy  
You need but gaze on Ellen's eye.

1. Describe the maiden in your own words.
2. What about her dress showed her nationality? What showed her rank?
3. What do you think is the best thing said about her?
4. What is a nymph? A naiad? A grace?
5. What is there peculiar about Grecian art?

## III.

NOTE.—King James having explained that he was a

stranger, separated by the chase from his companions, without horse or guide, and overtaken by night, Ellen invites him to her home, and they cross over to the island.

## THE ENCHANTED BOWER.

The stranger viewed the shore around,  
'Twas all so close with copse-wood bound,  
Nor track nor pathway might declare  
That human foot frequented there,  
Until the mountain maiden showed  
A clambering, unsuspected road,  
That winded through the tangled screen,  
And opened on a narrow green,  
Where weeping birch and willow round  
With their long fibres swept the ground;  
Here, for retreat in dangerous hour,  
Some chief had framed a rustic bower.

Due westward, fronting to the green,  
A rural portico was seen,  
Where Ellen's hand had taught to twine  
The ivy and Idæan vine.  
An instant in this porch she staid,  
And gaily to the stranger said,  
"On Heaven and on thy lady call,  
And enter the enchanted hall."

1. Describe the picture presented by the first four lines.
2. In the sixth and seventh.
3. In the eighth, ninth, and tenth.
4. Why was the bower hidden so carefully?
5. What do you admire about this bower?
6. What custom is referred to in Ellen's words to the stranger? What superstition?

## GOLDEN THOUGHTS.

How poor are they who have not patience!  
What wound did ever heal but by degrees?

—SHAKESPEARE.

The time of life was short;  
To spend that shortness basely, 'twere too long.

—SHAKESPEARE.

How sharper than a serpent's tooth it is,  
To have a thankless child.

—SHAKESPEARE.

Take not too short a time  
To make a world-wide bargain in.

—SHAKESPEARE.

Be still prepared for death; and death or life  
Shall thereby be the sweeter.

—SHAKESPEARE.

Ten thousand warblers cheer the day, and one  
The live-long night.

—COWPER.

Mark how the lark and linnet sing;  
With rival notes  
They strain their warbling throats  
To welcome in the spring.

—DREYDEN.

For it so falls out,  
That what we have we prize not to the worth  
Whiles we enjoy it, but being tacked and lost,  
Why, then we see the value.

—SHAKESPEARE.

## A REPRODUCTION STORY.

## THE GOLDEN TOUCH.

Midas started up in a kind of joyful frenzy, and ran about the room grasping at everything that happened to be in his way. He seized one of the bed-posts, and it immediately became a fluted golden pillar. He pulled aside a window-curtain in order to admit a clear spectacle of the wonders which he was performing; the tassel grew heavy in his hand—a mass of gold. He took up a book from the table. At his first touch it became a splendidly bound, gilt-edged volume; put on running his fingers through the leaves, behold! it was a bundle of thin golden plates. He hurriedly put on his clothes, and was enraptured to see himself in a magnificent suit of gold cloth, which was still soft and flexible, though rather heavy. He drew out his handkerchief which little Marygold had hemmed for him. That was likewise gold, with the dear child's neat and pretty stitches running all along the border in gold thread.

—NATHANIEL HAWTHORNE.

## THE THINGS OF TO-DAY.

It seems a strange thing that London, guarded as it is by cavalry, infantry, artillery, and police, should allow itself to be frightened by the rumored approach of a few thousand black-guards from Deptford, without arms, without organization, without a leader. It is enough to make one begin to doubt whether the fighting days of England are not over. She is proving every year that they are not. Her soldiers fight as well as ever; but civic courage in London is a thing of the past or of the future.

The window-glass manufactures of this country say that the Morrison tariff bill will smash their branch of industry. There is only one way of dealing with the Congressman. Go to the root of the matter and smash the "Bill."—*The Tribune*.

"The day is passing in America for corporations that exact from fourteen to sixteen hours of labor from wage-earners and give in return a pittance that permits their men barely to keep their wives and children from starvation. In these days of March winds that bite to the bone, what do corporations think they are doing to their fellow-beings when they insist that employees shall wear out their lives in a slavery compared with which the lot of the serfs in Russia before the great act of liberation, was easy and comfortable?"

James C. Mathews, of New York, has been nominated by President Cleveland as recorder of deeds, in place of Frederick Douglass. Mr. Mathews is a colored man.

Fourteen hundred Chinese have left San Francisco for home.

Mr. Froude, in discussing the Irish question, recently said: "All the sufferings of Ireland are due to government jobberies and exasperation of one section of the people against another. And it has been said that though Ireland were inhabited by a legion of angels, yet even these would lose their tempers if treated as the Irish have been."

The recent strike in New York City was the most extensive in its history. Not a street car was running for ten hours, and unless a satisfactory adjustment of interests had been reached, the cars on the elevated roads would have stopped running. Employees are now required to work only twelve hours, with half an hour for dinner. Before this time it was not uncommon for men to work fourteen, or even sixteen hours, with only fifteen minutes for lunch! No wonder they struck. Human nature has its limits. There is a time when endurance ceases to be a virtue.

The senate with only a single dissenting vote passed the bill to appropriate \$250,000 for a Grant monument at the capital. An eloquent and broadly patriotic speech by Hoar accomplished it by sweeping everything before it. When the bill came up Mr. Plumb of Kansas opposed it as unnecessary to perpetuate Grant's fame. Hoar replied: "I have heard that there is in the French academy a bust of the most famous dramatist of France, who was not a member of that body in his lifetime, and under it the inscription: 'Nothing is wanting to his fame; he is wanting to ours.'"

If the Blair educational bill is passed, the Senate will have an additional argument—if any were needed—against confirming Mr. "Zach" Montgomery in the position of chief legal adviser to the Interior Department. Mr. Montgomery is a violent hater of public schools, and his book written to prove that they are the chief sources of all the crime and misery in the country is one of his proudest achievements. To commit the expenditure of \$79,000,000 of money for school purposes to a department whose chief legal adviser is such a man would be somewhat hazardous.

A Bowdoin College paper criticizes very severely the students who act as waiters in the summer hotels. It thinks the practice is unworthy of young men who expect to occupy an honorable position in the world.

Mr. Gladstone has given formal notice of an appeal to the country. The Prime Minister foresees that he cannot depend upon the present Parliament to sanction any legislative proposals that will be accepted by the Nationalists as a full measure of justice and reparation to Ireland. The discussions in Council may have convinced him that he cannot hope to carry his Cabinet with him.

The *New York Herald* says: "Whether the presence of the Chinese in this country is an evil, whether their coming should be absolutely prohibited forever, is beside the question. Every one now here while he remains law-abiding is entitled to the same protection of life and liberty that is accorded to any other alien or any citizen. When brutal outrages have been committed by lawless violence in a territory over which the national government has control and no punishment is meted out to the offenders, the government cannot without discredit and dishonor refuse to China the same fair dealings; which it has demanded and may again have occasion to demand of that friendly Power."

Nine thousand men were out on strike on the Gould system of railroads in the southwest the first of this week.

The Nationalists have accepted Mr. Gladstone's announcement, and will wait the introduction of his measures. The next three weeks will be a busy and trying time for Mr. Gladstone. England is now writing one of the most important chapters of her nineteenth-century history.

It is proposed to advance the rates of postage on fourth-class matter.

This week has been marked by a general advance in prices, in spite of many depressing influences. Exports of gold continue; the strife of railroads has become more bitter; the contests between capital and labor appears to threaten more nearly the prosperity of some branches of industry. The labor outlook is the least satisfactory feature.

There is apparent change in the relations between France and England. M. de Freycinet supports the demands of the Porte for the formation of a Turco-Egyptian army to replace the British troops in Egypt, and pledges that when the English occupation ceases France will not intervene, but will co-operate with England to prevent any other Power from interfering in Egyptian affairs.



## EDUCATIONAL NOTES.

## ALABAMA.

Alabama is making encouraging progress in public education. The recent advance in its capital, Montgomery, is remarkable. Four years ago this city did not own a school building, nor any school furniture or apparatus worthy the name. In the autumn of 1882 the public schools were without gradation or system, and the teachers were, to say the least, inexperienced. There were then in attendance at the white schools about 300 pupils, and in the colored schools about 400. The plan of competitive examinations soon secured a superior class of teachers. The total enrollment in all the schools is now over 2,000, there being about an equal number in the white and in the colored schools. The number of teachers is thirty-four. The overcrowded state of many of the schools will soon be relieved by the completion of a new and excellent school edifice.—There is a deep and general interest in the new system of public schools. They are already the pride of the city. The people justly boast of their excellence. This will appear more clearly by quoting some statements from highest official sources: "No one thing has contributed more to the increase of the population of Montgomery than its splendid system of public schools. Planters in the surrounding country and business men in the neighboring towns, bring their families here to enjoy their benefits." Says another: "Montgomery has just cause for congratulating herself upon the wonderful advancement her schools have made. No other department of the city's government can show greater growth and more satisfactory results. Much has been done, but more is demanded. Nothing has attracted so much attention to Montgomery, nor contributed so much to its present growth and prosperity as our excellent public schools." Another illustration of the higher appreciation of public education is found in the fact that one of the most cultured citizens of Montgomery, Mr. C. A. Lanier, brother of the author, Sidney Lanier, was last June unanimously elected city superintendent of schools, and is now efficiently performing the duties of that office.

## CONNECTICUT.

The bill authorizing boards of school visitors to delegate their functions to a person who may, or may not, be a member of their body, has passed the legislature. This gives great satisfaction to the many school-men who have been in favor of the measure.—The bill for consolidating school districts into town or central districts failed.—The Legislature has passed the bill which authorizes, but does not compel, school boards to provide free textbooks and supplies for public schools.—The Hartford public high school has the best equipped chemical laboratory in the state.—Sewing has been introduced into several of the grammar schools at New Haven. As immediate success has resulted, the work will, probably, be extended to include all the schools.—Superintendent S. T. Dutton, of New Haven, attended the meeting of superintendents at Washington.

## DAKOTA.

Mrs. Angie H. Rose, superintendent of Faulk County, held an institute at De Voe, Feb. 22-26. Supt. Parker, of Brookings, will hold one from March 9-April 4, with Prof. Hood, of Aberdeen, conductor. Supt. R. W. Jones, of Brown County, will also hold an institute about the first of April.—The newly established normal school at Madison met with a serious loss recently; the whole building was burned to the ground. The one hundred and nine students have been furnished with temporary recitation-rooms in the court-house, and the board are making heroic endeavors to reconstruct the building.

## ILLINOIS.

The close of the winter term in the Manual Training School of Chicago was marked by a reception which was attended by about one thousand people. The drawings of the boys were on exhibition, and the methods pursued in their instruction. This school has fully demonstrated its right to be, and is fast becoming a model school. The Commercial Club, by whose liberality it was founded, has reason to rejoice over the fruits of its benevolence. Applications for entrance to the school are fully equal to its accommodations.

## IOWA.

A. W. RICH has engagements for institute work at New Hampton, March 22; Decorah, April 5; Waukan, July 20, and Northwood, Aug. 16.

W. N. HULL, A.M., Cedar Falls, Iowa, professor in Iowa State Normal School, will open a summer school of visible illustration in the central school building, for the four weeks, commencing July 5, 1886. The instruction will be by blackboard work entirely, for teachers of primary work, penmanship, drawing, physiology, botany, physics, natural history and other subjects capable of illustration.

Mr. J. C. GARLAND, one of the best teachers in Winnebago Co., and now principal of the Hesper schools, has become associated with the Decorah Institute, and will take charge of the department of higher English. A part of the plan, in connection with this addition to the working force of the institute, is a further enlargement of quarters. As soon as the season will permit, another building will be put up. The school is now crowded, while its field of operations is constantly enlarging.

Extracts from the annual report of Supt. H. E. Robbins, of Lyons:

At the beginning of the present school year you employed a trained kindergarten teacher to take charge of the primary school at the central building. I am glad to be able to report the success of this departure, and believe the movement was in the right direction.

Last year I dwelt at some length on the "no recess" plan adopted three years since. Another year's experience has only confirmed me in the opinions then expressed. Among the many schools throughout the country that have adopted the plan I know of but one that has returned to the old system, and that one has recess in the forenoon only.

When the new building is occupied you will have a vacant room on the third floor of the old building, which can be used for an ungraded school if desired. Among the reasons for establishing this ungraded school are the considerable number of boys who work during eight months in the year and can only attend school during the winter months. The majority of these boys cannot enter the grades and get the amount of good from the teaching in them that the regular pupils can. Most of them are older and more mature mentally than the pupils they would have to associate with, and are able to advance more rapidly, and it is a fact that goes without saying that boys of fourteen or fifteen will not

enter grades in which the average age is nine or ten. These boys have the same claim on you for an education that their more favored brothers have. If you establish a school for them and employ a competent teacher to teach reading, writing, business arithmetic and simple accounts, you will do for them what seems a plain duty, and good results will follow.

## LOUISIANA.

The improvement in the condition of educational affairs of the state is manifested, rather in the drawing nearer together of earnest workers, than in what has been accomplished in the schools. This better understanding is leading to united efforts, which in a short time must bear good fruit. A number of good schools has been established during the past four or five months, and it is not difficult to predict almost to a certainty that during the present year many more properly graded schools will be organized. Nothing certainly has in the same measure contributed to this improvement in the educational atmosphere as the establishment of the first normal school in the state, in the ancient town of Natchitoches.—Institute work proper was attempted for the first time last summer. This year, applications have been filed coming from the most progressive communities asking that institutes be held there this summer, and at the same time promising to entertain free of charge all teachers who may wish to attend these assemblies. There appears, therefore, to be good reason for the expectation that in the near future very serious efforts will be made to secure more liberal appropriations for school purposes, both from the state at large, and from the parishes and communities in which the schools are located.

## NEW HAMPSHIRE.

The students of Pembroke Academy deserve the credit of issuing one of the best school papers published in New England. A special feature is made of sketches of distinguished alumni, and the February number contains an interesting article on Dr. O. S. Sanders, of Boston.—The 56 members of the senior class at Dartmouth propose to make their living as follows: Mining and electrical engineering, 1 each; ministry, 2; teaching, 2; journalism, 4; business, 2; medicine, 10; law, 20; undecided, 14.—Miss Nina D. Anns, a popular Manchester school teacher, was married Feb. 22 to Charles S. Johnson, of Boston.—Union school district of Lancaster has voted to raise \$2,000 for the support of schools the ensuing year. Col. E. H. Kent and G. W. Patterson, Esq., have been elected members of the Board of Education.

## NEW JERSEY.

At the last regular meeting of the Newark Board of Education, Prof. Anderson, of Rahway, was elected principal of the Camden Street school; Prof. Freeman, of the same place, vice-principal of the Chestnut Street school, of which Mr. F. N. Torrey is principal.—Essex County Teachers' Institute assembled at Broomfield, March 6. An interesting class exercise on the subject of fractions was conducted by Miss Grace Cresce, of Montclair. Mr. James Ricalton, of Maplewood, gave a talk on the Faroe Islands (Iceland) which, inasmuch as the gentleman had been on the ground himself, was exceedingly interesting. Mr. Kennedy, of Newark, gave an interesting paper on spelling.—A meeting of the Union County Teachers' Association was held at Elizabeth, Feb. 20. Principal R. E. Clement read a paper on "The Lot of the Teacher." He said that the teacher is too much hampered by politics. He is given to understand that he must exclude politics entirely from his school, and so far is this carried that in one instance a teacher was censured for advancing political theories to his class in ancient history, it being shown that he was guilty of pointing out the admirable qualities in the character of Pericles, the great leader of the Democracy of Athens. Many people, irrespective of party, are evidently afraid to allow their children to know more of men and political questions than they do, choosing rather to have them ignorant than to risk having them change their party affiliations. So the teacher must not praise the great deeds of any political party, even though the history of the country is but made up of these deeds. If politics is to enter into the school management, let it be done openly as it is in the west, and not covertly as it is here. Principal D. B. Corson, of Union, one on "Grammar," in which he advocated a radical change from the old methods. The subject was frequently discussed by Principals Irving P. Town, B. F. Holmes, D. R. Ruryon, George Forman, Superintendent Dix, of Elizabeth; C. A. Strout, D. B. Corson, and Enoch M. Baker. Supt. Meleny, of Paterson, discussed "Principles and Methods," applying them to several of the ordinary branches. In teaching reading, he said:

"Difficulties are to be presented one at a time. In well graded schools, teachers are assisted certain work to perform. One is to teach say fifty words; another, to separate words into syllables and combine small words (syllables) into larger words; another, to teach phrases such as, 'in the yard,' 'in the house,' 'on the table,' etc., thus presenting but one difficulty at once. The want of success in teaching reading is frequently caused by attempting too many difficulties at a time. The phonic method is a most valuable aid in teaching reading, as it helps the pupil to help himself out of difficulties."

## PENNSYLVANIA.

Prin. G. W. Weaver opens his normal school at Curwensville, April 19, for a term of twelve weeks.—Prof. J. A. Cooper, of the Edinboro normal school, is directing special efforts to the establishment of a valuable library for the use of the students. A large room is already furnished with book-cases and tables; the students have free access to all parts of the library every day during library hours. In order to double the value of the library, an appeal is being made to the friends of the school to contribute cash or books. It is believed the present is a favorable time for this purpose. The school is prosperous. Over four hundred students and pupils are enrolled.

## TEXAS.

The last meeting of the superintendents' association was a very interesting and profitable one. Many important measures were discussed, one of which was supervision. The need of county superintendents is deeply felt. Col. A. J. Chambers showed why they were omitted when the system was established, and urged the present necessity of appealing to the legislature to have the matter righted. Supt. W. M. Crow, of Galveston, read a paper on "Educational Compromises." He said that good school systems are not made, but grow, and they grow not so much by what people say as by what they do to perfect this work. Those who would accomplish most in this matter should act upon the golden principle of Aristotle that what persuades men is not argument, but personality. The subject was further discussed by Supt. W.

S. Sutton from Arkansas, Dr. R. L. Dabney, Supt. J. T. Hand, and Prof. Wallace. Supt. J. E. Rogers discussed the differences of city and county supervision. Supt. W. A. Banks said that what was good for city schools must be good for country schools. What was wanted was competent supervision all along the line. Supt. Rogers conceded the benefits of supervision, but thought that the counties were not yet prepared for it. A resolution in favor of the establishment of the office of county superintendent was unanimously adopted.

## THE NATIONAL ASSOCIATION.

## PRELIMINARY ANNOUNCEMENT OF R. R. RATES.

The following rates have been secured for teachers and members of the NATIONAL EDUCATIONAL ASSOCIATION who will attend the meeting at Topeka next July:

From New England at the rate of \$41 for the round-trip from Boston. From New York and vicinity at the rate of \$39 for the round-trip from New York.

Corresponding rates will be given from Philadelphia, Baltimore, Washington, and Richmond; and also from prominent points between the places named and Topeka.

The rate from Chicago \$14; from Bloomington, Ill., \$10.00; from St. Louis \$9—to Topeka and return.

The railroads at the west, generally, have agreed to give teachers going to Topeka a round-trip ticket FOR THE FARE ONE WAY. Definite information as to special rates from south-western roads leading to St. Louis and Kansas City will be announced at an early day.

## EXCURSIONS FROM TOPEKA.

Special excursion rates have been secured for members of the association who wish to visit the grand scenery among the mountains in Colorado at considerably LESS THAN ONE LOCAL FARE for a round trip. These excursions can be made by the UNION PACIFIC R. R., and by the DENVER & RIO GRANDE R. R., and whenever possible the excursionist may go by one line and return by the other at the following rates from DENVER TO THE PLACE NAMED AND RETURN TO DENVER:

Salt Lake City, \$30; Gunnison via Leadville, \$15; Black Canon, \$14.50; Gunnison, \$12; Leadville, \$10; Marshall Pass, \$9.30; Royal Gorge, \$7.30; Graymount, \$2.50; Garden of the Gods, \$2.50; Colorado Springs, \$2; Georgetown, \$2; Central City, \$2; Sunset, \$2; Idaho Springs, \$1.50; and to other places of interest at corresponding rates.

The fare from Topeka to Denver and return to Omaha, or to Kansas City, will be \$21.50 for round-trip.

Arrangements will be made for excursions, at very low rates, to Shoshone Falls, to the Yellowstone Park, to Oregon, and California. Assurances have been made that the rate for a special excursion from TOPEKA TO SAN FRANCISCO AND RETURN TO OMAHA, will be given to members of the association at \$50 for the round-trip.

Further announcements will be given in the Bulletin of the Association to be issued about the 20th inst.

N. A. CALKINS, President.

March 4, 1886.

## NEW YORK CITY.

The Columbia Institute Cadets hold reception drills on Wednesday from 10:45 to 11:45 at Seventy-first Regiment Armory, corner Broadway and Thirty-sixth Street. The public is invited.

The Eden Musee, on Twenty-third Street, presents some very entertaining features. The historical groups and figures of famous people have recently received the addition of Dr. Pasteur operating on the Newark children, and an excellent likeness of the late Wm. H. Vanderbilt. The automaton chess-player is a great puzzle; the large collection of stereoscopic views of all countries is very fine, and the various "dummies" quite amusing. A concert every afternoon, by a good orchestra, adds to the attractiveness.

The New York Industrial Education Association, wishing to ascertain how far and in what direction the children living in New York City and neighboring towns have been instructed in the manual arts and industries, respectfully invites schools, institutions, teachers, parents, and children interested in such work to join with the Association in an exhibition of children's handwork, to be held in New York City, during the last week of this month. The association solicits examples of useful work, models, designs, and materials of every kind made by children under fourteen years of age, and proposes to exhibit these in some suitable hall as an illustration of the present position of industrial education among our young people. It is not intended to use the exhibition as an advertisement of any school or system of education, or to make money for the association. The exhibition will be open to the public on payment of a small fee, which will be used to pay the expenses of the exhibition. Any child or school offering work or materials for exhibition can fix a price upon the work, and the association will sell the work for the school or child, less a commission of ten per cent. There will be a catalogue with the name of every child contributing to the exhibition, his or her age, and the character of the exhibit, and this catalogue will be for sale at the exhibition. All exhibits will be arranged in classes, and the association will give medals for the best work in each class, these awards to be made by juries of persons familiar with the different classes of work. Any child under fourteen years of age, living in New York or in any town within thirty miles of New York City Hall, can exhibit not more than two articles, and in not more than two classes. Public and private schools, institutions, church and charity organizations instructing children under fourteen years of age can also exhibit the work of their pupils. All persons interested in industrial education are cordially invited to assist the association in this work in any way most convenient, because it is in the belief of the association that such an exhibition will show the present position of industrial education, and will arouse general public interest in this important subject. For further particulars address, Jane P. Cattell, general secretary, 21 University Place, New York.



## LETTERS

**A COURAGEOUS APPLICATION OF THE TRUTH.**—In all my work in the school-room my aim is to teach my pupils to think, and to understand, not to fill their minds with mere words. I am not using the spelling-book this year, but have an exercise in spelling every day. I make a note of all the misspelled words found in the exercises during the day, and the next morning have a pupil place them, correctly spelled, on the board, the others writing them at their seats. I then call on different pupils for sentences containing those words. Some of my patrons find it hard to understand my "ways," as they call them; they want to know how I can teach without a spelling-book. One man asked, "Why are you teaching my children algebra before they have learned their multiplication table?" I had taught them to add, subtract, multiply, and divide by using a numeral frame, sticks, blocks, balls, etc., and I also taught them the meaning of the signs. In his mind + and - are associated with algebra, and nothing else.

I find many old-idea, one-idea people to contend with, but they are gradually coming to believe in me, for they cannot help seeing the results of my work. To any who may be hesitating about making radical changes from the old-time customs, through fear of encountering opposition from the parents, I would say that I believe a firm stand, if accompanied by kindness and courteous explanations when necessary, will in the end command confidence and respect.

M. B. F.

**EXPERIMENTING.** Fresh from college, without any training for my new duties, I took charge of a country school of 43 children. I experienced much trouble. In arithmetic especially, my first year was a failure. Still the directors employed me again, and even raised my salary. I set to work and thought much how I could improve my method of teaching this branch.

The first year I taught the children to count to a hundred. It was done within a month. In four more months they could count to a thousand. I then thought I was doing good work in little time, and tried to make them add, but found it was impossible; they had no idea of numbers. In the remaining month I wasted time in such experimenting. The next year I attended a teachers' institute, and heard a lecture on arithmetic, in which the speaker said that, for a country ungraded school, it was sufficient to make the children in one year able to add and subtract to ten, or, correcting himself, make them "acquainted with the numbers up to ten, inclusive." Now I saw my mistake clearly. I had taught words succeeding each other in order, but not numbers. I at once revised my methods. I began with the number two, and taught that thoroughly before taking up three. Now my pupils speak of, and operate with numbers intelligently. I look upon that institute as a great blessing, but am filled with regret for the time I wasted in blind experiments.

N. J.

**USING THE DICTIONARY.**—Will some one kindly give a few hints as to how children may be taught to use the dictionary? It is very discouraging for them to wade through a long definition, only to find that they are no wiser than they were before. Would that some fairy would bring us a dictionary in which the definitions are expressed in simple language!

M. C. H.

**DISCIPLINE WITHOUT CORPORAL PUNISHMENT.**—Last fall I was transferred to a school which had become sadly demoralized, through the long illness of a former principal, who continued for years in the school when he was totally unfit for work. After his death, an inexperienced teacher was put in charge, and the school ran down very rapidly, till it reached disorganization and partial demoralization. I am happy to say that, without a single case of corporal punishment in my department excellent order has been established, and all seem happy and prosperous.

It was the expectation of the superintendent and the Board of Education that corporal punishment would be a necessity, and I rejoice at what has been done without it. I am not opposed to it when it is just the thing to do, but I am emphatically opposed to it as the great power for the government of a school. I have surprised myself in what has been done, in this instance, without it.

Firmness, justice, and an intense interest in the welfare of the pupils, are wonderful aids in school discipline and work.

Saratoga Springs, N. Y.

JARED BARHITE.

**PROOFS OF GOOD METHODS.**—What shall we accept as proofs of good methods? High per cents? Rapid promotion? Ability to repeat the lesson? Quiet in school? Neatness? Solutions of hard problems? Tenacious memory that holds everything, and calls for more? Are any of these proofs of good work?

W. S. M.

The proof of a good method is its effect upon the pupils. If they are thoroughly interested, work with a will, and so absorbed in their work that they have no time for plotting mischief, they are working under a good method. They may not be able to state a single sentence in the words of the book, but if they are able to express in good language, truths that they have found out by their own investigation, and are still searching for more, they are making good progress. If pupils are self-reliant, courteous, and candid, the morality of the school is good. If they are neat in their personal appearance, in the arrangement of their desks, and careful of the school property, they are cultivating habits of order and faithfulness which will make them good citizens.

**ORDER DURING THE TEACHER'S ABSENCE.**—When I leave the school-room for a short time, the pupils, especially the larger boys, take advantage of my absence, commence to play, and become very noisy—returning to order again immediately upon my reappearance. How can I teach them to govern themselves during my absence, and to remain as quiet as when I am in the room?

I. L.

For all disorder while in the school-room, you are responsible for three-fourths; when you are out of the room, for about one-half. It is necessary for you to know this, so that you can call the proper ones to account. Since you

imply that you have good order while you are in the room, you should have good order while out of it.

Be sure that your pupils understand that you wish good order, mainly because they and you can work to better advantage; partly because they should learn to work and to work quietly, during working hours, and partly because the school is then so much pleasanter, and appears so much better.

When you leave them, be sure that they have definite work to do, and that they are not tired and restless from long-continued sitting.

**Trust them.** Do not let them feel that you are slyly watching them. When you return to the room, ask if the order has been good, but do not let one pupil report another.

If you find that there has been disorder, make no particular effort to find out the guilty ones, but call attention to the fact that since the order is good while you are in the room, it is evident that some cannot conduct themselves properly without having some one to watch them. Say, however, very little about the matter. Leave them again as soon as you can, but do not be too long away.

If you wish to see for yourself how the order is by quietly looking in without the pupils knowing it, have it fairly understood that you intend to do so. If all are in order, express your pleasure at finding them so; if there is disorder, express your regret that any pupils need watching, but don't watch them nor let any one else. You will in time find out the disorderly ones; take one or two with you the next time you leave the room; be good-natured about it—you take them because they cannot get along without some one to take care of them.

Leave your class frequently, and get them to take pride in being left alone, with perfect confidence on your part.

Jamaica, L. I.

W. J. BALLARD.

**THE SPELLING BOOK.**—My first spelling lesson, as I remember, was in "baker." I was what is called a natural speller, and when twelve years old could spell anything and everything in Webster's Speller, from "baker" to "cavalier." My especial triumph, however, was the words of irregular orthography in the back part of the book, and it was my great delight to "go above" the big boys and girls of my class, in the country school, or to spell the school down on these words.

But, how is it now? Strange to say, "these words" are about the only ones I feel sure of. I am constantly stumbling over words in common use, and never write without a dictionary at my elbow.

Does anyone see anything in my experience in favor of the spelling book and oral spelling?

A. B. C.

**THE DATE OF THE SCHOOL MEETINGS.**—I have read with interest the several articles appearing in the recent issues of the JOURNAL, directly or indirectly, urging the Legislature of this state to amend certain sections of the common school law during the present session. I sympathize most heartily with these measures. In spite of the fact, that very much has been done in the past few years, through the influence of teachers' institutes and educational journals for the amelioration of the common school, yet it is deplorably true, that a large percentage of our rural schools are no better than they were fifteen years ago. It is not my purpose here to attribute the cause.

There is another matter that should, by all means, receive the consideration of the present session of the Legislature. Two years ago, the law pertaining to the annual school meeting was changed, making the meeting come on the last Tuesday in August instead of the second Tuesday in October, as formerly. A change should have been made, but it should have been so made, that the annual meeting would be held about the first of July. At present most common schools are opened about the first of Sept., and then 75 per cent. of the teachers are employed for the year. Under the present law, the out-going trustee can hire a teacher, but for 30 weeks beyond the term of his office, which expires at the annual meeting; even then school must begin before his term of office expires. A large proportion of the school districts have but one trustee.

If trustees and teachers wait until after the annual meeting to contract, too little time is given either party. Teachers spend the whole summer vacation in suspense. On the other hand, if the annual meeting were held about July 1, the teachers and trustees would have ample time for selection before the time for opening school in Sept. I think in urging the revision of this clause of the school law, I express the sentiments of every common school teacher in this state.

A. A. YATES.

Your arguments are sound. It would seem that but little good was secured by changing from the first of Oct. to the latter part of Aug. It certainly embarrasses the teachers for whose benefit the change was supposed to have been made.

**OPPOSITION FROM PARENTS.**—You say teachers in district schools can teach as they please. I can not, for the parents oppose many things that I would like to do. Would it be policy for me to work contrary to their wishes?

J. W.

Suppose a physician called in to treat a serious case of diphtheria, should say to the parents: "The proper treatment for this disease is cold applications to the throat, but if you object I will administer something else—whatever you think best." This would be no worse than for a teacher to forsake the methods he knows to be right, and to follow the whims of those who know nothing about education. That such demands are made of teachers shows the lack of confidence the people have in them. Nor is this without cause. If the profession of teaching were established like that of medicine, and if no one was allowed to teach without a diploma, which everybody knew could only be gained by years of hard study, people would then have confidence in the teachers, but as long as a neighbor's daughter who has just graduated from the nearest high

school or the village academy can be installed in the teacher's chair, it is no wonder that the people reserve the right of dictating studies and methods. Until this matter is lawfully righted, the individual teacher must command confidence by his own determination and tact. He can visit his opponents, show them that there is a science of education, and that he is well versed in it, and that he has the best good of their children at heart, but that they must trust to his knowledge in the matter—the knowledge that he has worked hard to gain—while they have had their hearts and hands full of other things. By and by, when his work has had time to bring forth fruits, he will submit the results to them. Till then they must trust their children in his hands. The letter from M. B. F. in another place, shows what can be accomplished by such a courageous course.

**NO RECESS.**—I have had a wide experience in public schools of all grades, and can endorse every word of "No RECESS," particularly in relation to the vitiating influence of the "obscene" and "vulgar," and the "bullying" of big ones over little ones, which, I am sorry to say, is not confined to boys.

I recall now one of many incidents of like character which came under my notice when a little girl in a country school, where the two young ladies (?) of the school amused themselves by taking a poor little barefoot, motherless child, one hold of either hand, and running with her back and forth through a bed of thistles. And when my indignation got the better of my fears of similar or worse treatment and I told the teacher, she only laughed.

But, worse than the bullying and cruelties by which the school life of so many is made miserable, is the obscenity with which eye and ear are constantly assailed, particularly in country schools. I wish I could forget, even now, all that I heard and saw, when not more than eight years old. As a teacher, I know that the utmost vigilance is necessary, even in the school-room, and in primary grades, to prevent habits and practices most polluting. These facts, in my opinion, are sufficient reasons for "no recess" if there were no others. And, in view of these facts, is it not our duty to lessen as much as possible the influence of the vile and barbarous elements in our schools, and banish the recess beyond hope of restoration?

A PRIMARY TEACHER.

**WHISPERING.**—In answer to the request for ways of stopping whispering in school I would say that I know of no cast-iron way that is good for much, but I have found the following expedients helpful:

First. I have a familiar talk with the pupils about the trouble that whispering causes. (1) If one pupil asks a question of another, even if it is only about his lessons, it robs the other pupils of just so much time as it takes to answer. (2) If one begins to whisper about important things, he is almost sure to run into talking of unimportant things. (3) Even a little whispering disturbs all within hearing. (4) It interferes with the working order of the whole school.

Second. As soon as a majority are found opposed to whispering, their names may be entered in a list, to which others are added as fast as they wish to join.

Third. Those inclined to whisper may be placed where they would be least likely to find any one to talk to. If they are still troublesome, have a frank talk with them privately. A penalty, such as standing on the floor, holding out a book, whipping, etc., are the poorest of all. The child cultivates no principles, only a cautious, underhand way, which is always to be despised.

But let us suppose a school where all these expedients have been tried and a majority still favor whispering. Then vigilance—eternal vigilance—is the price; always endeavoring to create a sentiment of unpopularity. Ask them to try one day without whispering. This—only one day—they will often consent to. If not, specify a shorter time. Then let them compare the effect of whispering and not whispering. If a majority agree with not whispering, as they generally will, continue specifying short periods of not whispering; soon it will almost entirely disappear.

A quiet way of giving orders favors quietness among the pupils. It conveys a double impression—that obedience is expected, and that a large reserve force is at command if the teacher should have occasion for its use.

G. E. M.

**THE GLASS OF COLD WATER.**—In the issue of JOURNAL for March 6, "A Glass of Cold Water" is credited to Gough. I do not think he wrote it. He quoted it once and it has since been credited to him. It was taken from a piece entitled "Paul Denton, the Texas Missionary." I think the piece was written by "Lornesfield," or some such name. In 1859 I was in Northern Texas, where it is claimed to have been spoken in his camp-meeting by Denton, and was told the incident was founded on fact, though somewhat colored by the writer.

S. S.

**RELIGIOUS TEACHING IN SCHOOL.**—I am glad that you plain-spokenly advocate teaching in the school-room the relations and duties of man to the Creator, and I would be pleased to see in your fearless paper a definite statement as to what these relations and duties are, and how they are to be taught effectively?

J. H. J.

It is a shame, and to a reverent mind a sin, that teachers, through inexcusable ignorance of child-mind, should have brought the subject of religion into almost disrepute in the school-room. It has come by the all-pervading cramming process. Children were compelled to read what they did not understand, and to listen to long sermons in which they had no interest until the whole subject became distasteful. The truths of religion, when presented aright, will touch the hearts of the children, but they must be presented by one who feels every word he utters. Those who can not do this will do far less damage by making no attempt at teaching "precepts." No teacher should be employed who can not practice, and teach her pupils to practice, the fundamental principles of religion.

March April May are the months to purify the blood—now take Hood's Sarsaparilla.



## BOOK DEPARTMENT.

## NEW BOOKS.

**OUR FATHER IN HEAVEN.** The Lord's Prayer in a Series of Sonnets. By William C. Richards. Boston: Lee & Shepard.

This series comprises thirteen sonnets, correct in form and thoughtfully reverential in spirit—quite in keeping with the theme. Each sonnet is accompanied by a carefully executed wood-engraving, facing and illustrating the text. The drawings are by well-known artists, and are engraved under the supervision of George T. Andrew. One or two of them are finely done, and the typographical appearance of the book is all that can be desired. The subject is peculiarly appropriate for this season, and the little book makes a very suitable holiday gift.

**INORGANIC CHEMISTRY.** A Text-Book for Students. By Prof. Victor Von Richter. Translated by Edgar F. Smith, M.A., Ph.D. Philadelphia: P. Blakiston, Son, & Co. \$2.00.

This work has passed through four editions in Germany, and been translated into other continental languages. It is especially fitted for the use of advanced students in chemistry, giving accurate and concise descriptions of the elements, and showing the relation of theory to fact. Attention has been paid to the periodic system as affirmed by Mendeleff and Lothar Meyer, and to the thermo-chemical phenomena of the various groups of elements in all their relative properties. In the introduction, chemical elements are defined, and the principles of the indestructibility of matter, the conditions of chemical action, and crystallography are fully explained. This is followed by what the author calls the "special part," treating the classification of elements and organic compounds on the periodic system, by which they are divided into groups of similar chemical deportment. Hydrogen is treated separately as having a peculiar basic character, common to all the elements. After that, all which unite with hydrogen to form new compounds are divided into groups, as the halogens, or salt-producers; the oxygens, which unite with two atoms of hydrogen; the nitrogens, with three atoms; and the carbons, with four atoms. In these groups the various elements are analyzed, and in the last the nature of flame is well defined and nicely illustrated. The compounds from these groups receive due consideration, and the author has prepared a table designating the valence of the elements in the compounds; likewise the chemical structure. These are all presented as periodic functions of atomic weights.

Metals are now taken up, as composed of all those chemical elements which are solid and opaque. A table is presented at the outset, showing the specific heats in solid conditions. Metals of the most pronounced metallo-basic character are classed as alkali metals, opposed to alkaline earths. The former group include such substances as potassium and sodium, while the latter is composed of all such as gold, silver, etc. The uses to which the various metals are put are explained as well as the metals themselves. A concise presentation of spectrum analysis, and a table showing the heat formation of the various metal compounds, close the volume. It is illustrated with eighty-nine wood-cuts, and a frontispiece of an accurate colored lithograph-plate of the spectra. The book is well and neatly printed, and is strongly bound in cloth.

**REFORMS.** By the author of "Conflict in Nature and Life." New York: D. Appleton & Co. \$1.00.

The present volume is supplementary to the author's "Conflict in Nature and Life," which deals with the development of civilization down to the present stage. It treats reforms from three different standpoints. In the first place the labor question is discussed with regard to wages, saving and management, and monopolies, and many of the schemes which have been proposed for industrial reform are analyzed. These, he claims, are ineffectual, and the only sure way is the slow way. The book has not been prepared in the interest of capitalists, for in the second part he presents many arguments on financial questions which will perhaps not please them very much, but which they should not pass upon until they have read the other side of the question, as presented in the first part. Money, politics, protection, and monopoly are all considered in their relative combinations, in a style which shows the author to have a thorough knowledge of the subject. Miscellaneous reforms are impartially considered in a politico-economic manner, with education as the foundation of success. Woman's sphere in the world's history, and the temperance question, are treated from the standpoints of intellectual ability and the philosophic view of "the greatest good of the greatest number." Several of the most prominent thinkers' views upon the issues of the near future are discussed, and show "whither we are tending." Throughout the book is a simplicity, impartiality, and temper which will engage the attention of many who are interested in the reform movements of our times, and of our social organization.

**COMPOSITION IN THE SCHOOL-ROOM.** By E. Gilbraith. New York and London: G. P. Putnam's Sons. Octavo, 147 pp. \$1.00.

The design and purpose of this volume is to offer a system for correcting compositions, by which the pupil shall

be led to understand the nature of his mistakes, to give intelligent reasons for their correction, and thus to form a clear, concise style.

There are no extended definitions given, for it is assumed that pupils of junior classes are familiar with the meaning of grammatical terms, and the pupils in senior classes understand the definitions and terms of rhetoric. Through the book, no notice has been taken of disputed questions of usage, but the choice of rules given have been suggested by the usual and repeated errors made by pupils. In his selection of subjects, the author has avoided all themes that are supposed to cultivate the imagination, as he considers that less desirable than the development of thought. The pupil is taught to say what he means, and to do this without hesitation or groping after words. The book is well printed, and is a valuable addition to the somewhat meagre number of workson this subject.

**TALKS WITH MY BOYS.** By William A. Mowry. Boston: New England Publishing Co. 298 pp. 75 cents.

This little volume has grown out of the practical necessities of the school-room. The author, in his twenty years' daily experience with two or three hundred boys, found a necessity for special moral and practical lessons, not found in ordinary school-books, or the regular lines of study, and as occasions presented themselves, he framed truth in such a setting for them as made it attractive and effective. The result is a little book of moral lessons, divided into chapters, called Talks.

No logical order or philosophical arrangement has been followed, as the Talks are to be given as occasion requires, or opportunities present themselves. Among them we find, "Concentration—How to Acquire it;" "A Purpose in Life;" "Black the Heels of your Boots;" "Be Exact in Thought and Word;" "The Basket of Chip Dirt;" "What do Boys Read?" "Practical Christianity;" "Habits of Industry;" "What Geometry will do for a Boy." It is a live, practical, suggestive book, free from mannerisms, and will show teachers how to talk to boys.

**ÆSOP'S FABLES.** By J. H. Stickney. Boston: Ginn & Co.

The author has prepared this edition of Æsop's Fables to serve three purposes: first, a reader; second, a means of language culture; and last, a partial manual of practical moral training and ethical culture; and in the work has chosen such words to clothe the ideas as can be readily understood and retained by children eight or nine years of age. Its contents include, besides the fables of Æsop, a few whose authorship is of less consequence than the lessons they teach, and a supplement presenting selections from La Fontaine, the great French fabulist, and from Krilof, a celebrated Russian writer. There is also a short sketch of the life of Æsop subjoined, which may serve to interest children in the historical events of his time, and an appendix added in which are several hints worthy the consideration of all teachers. It is just the book which will prove an invaluable aid to teachers who have to deal with pupils of the age for which it was intended. It is well printed and neatly bound.

**THE HOUSE AT CRAQUE.** By Mary B. Sleight. New York: Thomas Y. Crowell & Co.

The author of this book has already won her way to the regard of many readers by her former work, "Pulpit and Easel." She has the tact to treat commonplace and everyday affairs with an appreciation of the underlying sentiments involved; and while an earnest and religious tone pervades her stories, there are no long pages of preaching or dull moralizing.

The present story is one of love, suffering, patience, and final reward. It deals for the most part with older people than those found in "Pulpit and Easel," but its theme is not by any means beyond the range of younger readers. Beside the interest of the plot, there are introduced a number of pleasing though simple characters, whom the reader will be glad to meet as new and agreeable acquaintances.

**TWO COLLEGE GIRLS.** By Helen Dawes Brown. Boston: Ticknor & Co. \$1.50.

This is a thoroughly delightful book. It is the story of a young country girl, who aspires to a wider horizon than that of her little village circle—mostly aunts and uncles none of whom think hers is a vaulting ambition. With all her desire for intellectual attainments, her outlook is decidedly narrow, and at first she seems an unpromising heroine; but in her mental make-up is that priceless gift, which George Eliot calls genius—capacity for discipline. Her college experience is precisely what she needs to develop and round her character, and make her the lovable woman she becomes.

The author's appreciative style; her sympathy; her sense of humor, and apt delineation of character—all charm the reader from page to page; indeed, one can only say last, as at first, "The story is altogether delightful."

**MARLBOROUGH.** By George Saintsbury. New York: D. Appleton & Co. 75 cents.

This is one of the series of English Worthies edited by Andrew Lang. The object of the author is to attempt a portrait of his subject's life and character; taking for granted a certain amount of knowledge on the part of the reader, concerning the great soldier's historical surroundings. The book will at this time, perhaps, acquire especial

interest from the current discussion of military generals and generalship. Certainly Marlborough was a great general, and restored to England a prestige which had been growing weaker for many years. And to this day he is remembered as a maker of continental history. His personal qualities, like most great men, are somewhat contradictory and puzzling, but the author treats him with an impartial hand, and has succeeded in producing a thoroughly interesting biography.

## LITERARY NOTES.

A description of aluminum, boron, and silicon, with their bronzes and other alloys, has been added as an appendix to the new edition, of Avery's series of chemistries.

Frances Turner Palgrave has been elected to the Oxford Chair of Poetry. His selection of standard poetry, "The Golden Treasury," published in this country by D. Lothrop & Co., occupies the place of a classic among collections.

Prof. Alex. Hogg, M.A., Supt. of Public Schools, Fort Worth, Texas, has had printed his address before the International Congress of Educators at the World's Exposition, New Orleans. Prof. Hogg has devoted considerable time to the careful study of his subject.

The covers of Isaac Henderson's forthcoming novel, "The Prelate," will be embellished with original and striking designs by Elihu Vedder, who is an intimate friend of Mr. Henderson.

Messrs. Lee & Shepard have issued, as their special Easter book "The Message of the Blue Bird, Told to Me to tell to Others," by Irene E. Jerome, author and designer of "One Year's Sketch Book."

## ANNOUNCEMENTS.

Messrs. G. P. Putnam's Sons have announced a new volume of poems by Mr. James H. Morse, which will be published under the title of "Summer Haven Songs."

"Letters to a Dead Author," by Andrew Lang, will be brought out shortly by Charles Scribner's Sons.

Messrs. Ticknor & Co. announce for publication on Saturday, March 13, "The Life of Henry Wadsworth Longfellow," edited by Rev. Samuel Longfellow; "Curiosities of the Old Lottery," by Henry M. Brooks; "Light on the Hidden Way," with an introduction by James Freeman Clarke, D.D.; also new fine bindings of "Edge Tools of Speech," by Maturin M. Ballou; and "Japanese Homes and their Surroundings," by Edward S. Morse, Ph.D.

D. C. Heath & Co., of Boston, will publish about March 20, "Systems of Education," by John Gill, professor of education, Normal College, Cheltenham, England. It is a history and criticism of the principles, methods, organization, and moral discipline advocated by eminent educationists. The author says in his preface: "School education has to become a science. One means to this end is to gather and examine what has been done by those who have been engaged therein, and whose position or success has given them a right to be heard. Others have been employed, if not in it, yet about it. School education at its present standpoint, is the result of many agencies, individual, social, and national, and these have been very varied, and often antagonistic. It has been a growth, to which the philosopher, the politician, the doctrinaire, and the amateur have contributed, as well as the actual workers in schools. The Author's hope is that the sketch here attempted may stimulate those just starting in their profession, ever to work with the purpose of ultimately placing their art on a scientific basis."

## MAGAZINES.

With the January number, the *North American Review* commenced a searching series of historic studies on the late civil war. General Beauregard has written a paper on the Shiloh campaign, which is concluded in the February number, and the March issue contains the hitherto unpublished letters of Grant and Halleck. The January *Review* also contains a symposium on Canadian prospects and politics, a testimonial on the disfranchisement of Delaware by twenty-four of her leading citizens, and a paper on Ireland, by John Boyle O'Reilly. In the February number America's Land Question is discussed by A. J. Desmond; Race and the Solid South, England and Ireland, by men of ability; and Sherman's Opinion of Grant, by the editor, Allen Thorndyke Rice. In the issue for March appears a paper on the Fishery Question, by Theo. S. Woolsey, and on Government Telegraphy, by Cyrus W. Field. Thomas A. Edison describes his Air Telegraph, and Henry Greville gives a criticism on Modern French Fiction. The *North American Review* is one of the best edited magazines in the world, and well worth the price of subscription, \$5 per year.

## CATALOGUES AND PAMPHLETS RECEIVED.

Catalogue of Miscellaneous Books and Pamphlets, Old and New of A. S. Clark, 34 Park Row, N. Y.

Annual Report of the Board of Education of the Columbus Public Schools, for year ending Aug. 31, 1885; with Course of Instruction and Manual of the Board. R. W. Stevenson, Supt. of Public Instruction.

Report of the Superintendent of Public Instruction of Washington Territory to the Legislative Assembly, Session of 1885-86. R. C. Kerr, Superintendent.

Reports of the Superintendent and Finance Committee of the Public Schools of Lansingburgh, N. Y., for 1884-85. Edward Wait, Superintendent.

First Annual Report of the School of Expression, Boston. S. S. Curry, Director.

The Atlantic and Pacific Ship-Railway across the Isthmus of Tehuantepec in Mexico, Considered Commercially, Politically, and Constructively; by Elmer L. Corthell, Chief Engineer.

Report of the Hampton Institute, Va., 1886 to 1885; Its Work for Two Races.

The Illustration of Common Sounds by Common Letter Form; by Wm. J. Nicholson. Price, 10 cents.

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This Dictionary comprehends all the words found in the principal Latin authors. The definitions are sufficiently explicit to give a clear understanding of the literal and poetic use of the word, and brief illustrative quotations are appended, which afford the student substantial assistance.

### The Dictionary of English History.

Edited by SIDNEY J. LOW, B.A., late Scholar of Balliol College, Oxford; Lecturer on Modern History, King's College, London; and F. S. PULLING, M.A., late Professor of History, Yorkshire College, Leeds. In one large octavo vol., of 1,120 pp., bound in extra cloth, \$6.00

FROM THE BRITISH QUARTERLY REVIEW, in its issue of Jan., 1885: "Few books have appeared of late which are likely to prove more generally useful than the 'Dictionary of English History.' It fills a place that has so far remained vacant in our libraries, and it fills it worthily."

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## THE PUBLISHERS' DESK.

Those that have been abroad are well aware that few more satisfactory souvenirs of travel can be obtained, than a set of artistic photographs; and those that have stayed at home know equally well the delight of looking, as we may say, "through the eye of the Sun," at the beautiful scenes unvisited in person; at the ancient and modern works of art, the masterpieces in painting, sculpture, and architecture, which adorn the galleries of the Old World. Unpainted photographs of all these attractive subjects, together with reproductions of the best modern engravings, etchings, and views from all parts of the world, may be obtained of the Soule Photograph Co., 338 Washington street, Boston. And we advise all art lovers to send 10 cents for catalogues of 7,000 subjects, issued by this company.

Some railroad with a mathematical turn of mind has discovered that the whistling of a locomotive engine requires a waste of steam equal to 200 pounds of coal a day, and that the average expense of each railroad for maintaining the nuisance is \$15,000 a year. If some still more brilliant genius could reduce to exact measure the amount of vital energy expended by the majority of school teachers in the course of a term, then could unappreciative committees and parents be made to see, perhaps, the wearing nature of the profession. If in addition, the science could be carried a step further, and ascertain the precise amount of both mental and physical energy restored by an excursion over the "Burlington Route," C. B. & Q. R. R., in its elegant through cars to the Teacher's Convention at Topeka, and to the resorts of Colorado and California over its direct lines to Kansas city and Denver from Chicago, Peoria or St. Louis, —then, perhaps, will that happy time have arrived when excursions will no longer be necessary for either health or pleasure. In the meantime, however, it not being practical to obtain an estimated value in dollars and cents of such matters, as in the case of the locomotive whistle, it is not so difficult for one to appreciate the gain, physical and mental, to be obtained by such a trip. Full details of how to reach during the vacation "outing," the Pacific coast, the mountain resorts of Colorado, Denver, or the Teachers' Meeting at Topeka, via the popular "Burlington Route," will be furnished on application to Perceval Lowell, Genl. Pass. Agt., C. B. & Q. R. R., Chicago, Ill.

Professor Webster Wells, of the Massachusetts Institute of Technology, author of Wells' University Algebra, which has obtained a wide circulation among the largest colleges of the country—Harvard, Cornell, Princeton, etc.—has prepared an Academic Algebra, which is elementary enough for a beginner, contains considerable practice work, and is complete enough for students about to enter upon a more advanced course. For full information regarding these publications address the publishers, Messrs. Leach, Shewell, and Sanborn, 87 Franklin st., Boston; and 743 Broadway, New York.

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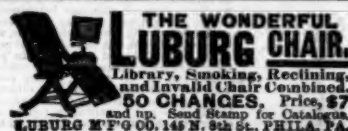


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